DOCUMENT RESUME

ED 147 656 08 CE 014 281

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TITLE An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.
INSTITUTION Elgin Community Coll., Ill.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO 498AH60151
PUB DATE Dec 77
GRANT G007603813
NOTE 174p.; For related documents see CE 014 277-279 and CE 014 281. Appendix B, containing a student's (computer) time card, was removed ; Best copy available

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS Academic Achievement; Business Subjects; Clerical Workers; Community Colleges; Curriculum Development; Employee Attitudes; Independent Study; *Individualized Curriculum; Individualized Instruction; *Job Skills; Junior Colleges; *Learning Laboratories; Learning Modules; *Material Development; *Office Occupations Education; Performance Based Education; Program Descriptions; Program Effectiveness; *Secretaries; Student Attitudes; Task Analysis

ABSTRACT

To implement a single skills lab and develop or select twenty-five units for instruction in the secretarial science curriculum at Elgin Community College (Illinois), a task analysis was conducted to determine common tasks completed by area office personnel. This information was then used to select and develop instructional units for the single skills lab. All units were completed by students and evaluated for instructional effectiveness by various techniques. The following results were indicated: Most common tasks completed by office personnel included typewriting and receptionist activities; statistical and technical typing and business machines were not needed in the single skills lab; students enrolled in the single skills lab viewed it better than their typical class but not equally with their ideal class; typewriting units were selected most frequently by students; learning was educationally significant with the individualized units; and the single skills lab approach enabled stutents to tailor-make their course outlines. Based on these findings, it was concluded that the single skills lab approach will be continued, improved, and expanded as time permits. (A major portion of this document includes appended materials; three of the individual units are available as separate documents.) (Author/BM)

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FINAL REPORT

Project No. 498AH60151
Grant No. G007603813

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AN INDIVIDUALIZED MODEL FOR A DIFFERENTIATED SECRETARIAL SINGLE SKILLS LAB

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December 1977

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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ABSTRACT

The purpose of this study was to implement a single skills lab and develop or select twenty-five units for instruction in the secretarial science curriculum at Elgin Community College.

A task analysis was conducted to determine the most common tasks completed by area office prsonnel. This information was used in selecting and developing units in the single skills lab. All units, whether purchased commercially or developed as original materials, were completed by students and evaluated as to their instructional effectiveness.

In addition, various evaluative techniques were used which included the semantic differential to determine post-course comparisons, units evaluations, and evaluation of course content and structure.

The findings of the study indicated that (1) that the most common tasks completed by all office personnel in District 509 included typewriting activities and receptionist activities, (2) that that statistical and technical typing as well as business machines were not needed in the single skills lab, (3) that student enrolled in the single skills lab viewed it better than their typical class but did not rank it equally with their ideal class, (4) that particular units needed revisions in the written, visual, or audio portions, (5) that the typewriting units were selected the most frequently by students, (6) that learning was educationally significant with the individualized units, (7) that percent of completion by students was lower in the single skills lab, but it was noted that a different population was being served, (8) that the single skill lab approach enabled the students to tailor-make their course outlines.

The following conclusion was drawn based on the findings of this study: that the single skills lab approach should continue to be offered by the secretarial science area at Elgin Community College and that it should be improved and expanded as time permits.

Final Report

Project No. 498AH60151
Grant No. G007603813

AN INDIVIDUALIZED MODEL FOR A DIFFERENTIATED SECRETARIAL SINGLE SKILLS LAB

Sharon Anne Fisher

Elgin Community College

Elgin, Illinois

December 1977

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Chapter 1

THE PROBLEM AND ITS SIGNIFICANCE

Introduction

Increasingly, the nation's public community colleges are assuming leadership in the areas of providing occupational training for a large segment of American society. One of the most common programs is secretarial science. During the eighteen-month period, July 1, 1976 to September 30, 1977, staff at Elgin Community College worked on the development of an individualized instruction system targeted at citizens desiring single skill training in the secretarial area. The need for this type of training was based on student characteristics and curriculum design requirements.

As a result of the "open" admissions policies, public community colleges enroll a diversified student body each semester. These students bring with them a variety of interests and abilities. The ability distributions are evenly divided between the 1st, 2nd, 3rd, and 4th quartiles using the ACT composite average. Student interests of this diversified group range from single-skill training in welding to transfer-oriented students completing the first two years of pre-medical objective.

The community college attracts students from a variety of sources. High school students have traditionally comprised the largest segment of American higher education; however, this group is becoming a smaller and smaller percentage of many community college's total enrollment. Many high school students enrolling at the community college have acquired some secretarial skills; however, in many cases these skills are limited and do not qualify them for the kinds of positions which they desire in local businesses. Many older students' career goals are more skill-oriented rather than degree-oriented. Employed students, in many cases, desire up-grading of current skills or weaknesses. Local community employers, as well as graduates of the secretarial science program, report back to staff a need for up-grading current weaknesses whether it is in the area of filing, records management, electric calculators, etc. Also, many individuals returning to the work force have acquired secretarial skills many years ago and now desire specific targeted training in areas of weakness.

Sound curriculum design is based on learning principles. Tuckman's learning postulates support the need for the training which was proposed in this project. The first postulate which he has identified is "curricula must be defined in terms of psychological structure (learning

style), and educational experiences (what has already been learned) of students." Tuckman feels that curriculum must be structured in such a way as to be meaningful in terms of the way that people learn. Also, learners do not come to any learning situation without having had prior experiences. It is necessary to consider the relevant prior learning experiences that students have had as it relates to curriculum at every point.

Another of Tuckman's postulates which applies to this project is "learning can be maximized by controlling sequence toward some goal and locating the student in that sequence." This postulate contends that learning is an experience which requires that conditions, under which it is likely to occur, be controlled. Finally, his last postulate states "learning can be made efficient by combining sequences that are psychologically similar." He states that any curriculum is going to include a multiplicity of goals. The most efficient way to group these goals is to take into account the psychological characteristics of human beings. Next, modules should identify qualities of human behavior and human function which cause all domains of human activity. At best, such a model can be used to efficiently combine the learning sequences.

Individualized instruction which is appropriately structured and sequenced would best meet Tuckman's learning postulates. Training which considers the student's prior skill acquisition and is flexibly scheduled would best meet the needs of the community residents desiring skill training in the secretarial field.

Problem

Eighteen percent of the labor force in the Elgin Community College District is classified in clerical occupations (U. S. Census, 1970). This number is growing rapidly with the expansion of business and industry in the district's area. In addition, Elgin Community College District 509 is located within the Chicago metropolitan area which provides more clerical employment opportunities. To meet these clerical employment training needs, Elgin Community College has responded by establishing one- and two-year certificate and degree programs in the secretarial area. Many colleges have established individualized instruction as a way of developing efficient, effective learning opportunities to meet the diverse needs of their students. Two major areas of concern identify the problem: the approach of the present delivery systems and program development.

Instructional delivery systems featuring individualized instruction are not new to the business curricula area. Individualized approaches have been developed for secretarial courses in the areas of typing, shorthand, business communications, and others. In all these cases, entire courses have been individualized. No evidence

has been found where individualization has been done on a single skill approach in secretarial occupations using job analysis as the basis of curriculum development.

College program development is traditionally developed on the assumption of a degree objective involving course prerequisite planned over one- or two-year periods. Most community college educators are recognizing that large segments of their student bodies are comprised of people who are not degree oriented, but instead are students who have limited job-specific objectives.

The emphasis of curriculum concerns expressed by students, community employers, and educational leaders in the district center on three areas: lock step approach to curriculum, low graduates or attrition rate, and employer and student feedback.

Typically, students enroll in secretarial science programs for one semester or, at most, for one year. These students begin with the same introductory courses regardless of their learning skills or their objectives; however, research has shown that students vary widely in their cognitive and psychomotor skills. In addition, many of these students prefer to complete only segments of courses.

Local institutional statistics in Tables 1 and 2 indicate that large percentages of the secretarial science students are enrolling for reasons other than degree completion. Table 1 displays student program major for the past four years.

Table 1

Majors in Secretarial Oriented Curriculums

Program	Fall 1972	Fall 1973	Fall 1974	Fall 1975
General Office Assistant	9	17	16	6
Secretarial Science	86	123	138	181

As can be seen in Table 2, the graduate rate in these programs over the same corresponding time period reveals few graduates.

Table 2

Graduates from Secretarial Oriented Curriculums

Program	1972-1973	1973-1974	1974-1975
General Office Assistant	3	2	2
Secretarial Science	20	9	9

Graduates, dropouts, and local area employers have expressed concern regarding adequacy of the preparation of many of the students through the present curricular approach. Many of the employers are particularly concerned about students, who in some phase of the secretarial science training, need skill improvement in areas such as typing, filing, records management, etc.

Students indicated a preference for individualized training as revealed through the college's annual post-high school plans survey (see Table 3).

Table 3

College-Bound Students Preference for Instructional Methods

Rank	Method	Number
1	Study at your own speed	405
2	Independent Study	339
3	College credit by examination	286
4	Study contract	277
5	Credit for non-school experiences	230
6	Newspapers, TV, etc.	78

Literature Review

One of the underlying reasons for individualized instruction is individual student learning differences. It is a well-known fact that students learn at different rates and possess different learning predipositions. Especially well adapted to the individualized learning approach are the skills taught in the business and office education area: typing, office procedures, machine transcription,

records management and more. These psychomotor skills are easily adapted to the individualized self-paced approach prevalent at a variety of institutions throughout the United States.

There is a g owing body of experience with comptency-based individualized instruction and the experience reveals that the more limited and more job specific the objective, the easier it is to utilize this approach. Examples of competency-based individualized instruction are: Grand Valley State College presently offering 60 percent of its liberal arts curriculum at self-paced mode; a consortium of junior colleges in Minnesota is presently investigating competency-based programs for their curriculum. Bowling Green State University has instituted a modular achievement program which has a defined set of competencies in the area of general education; Waubonsee and Joliet Community Colleges in Illinois have instituted self-paced individualized instruction in their business typing curriculums, and Kirkwood Community College in Iowa has instituted a competency-based instructional program in an occupational cluster area.

Self-paced individualized instruction has been used in secretarial science program (Davis, Corbett, 1973) and at the University of Illinois, University of Minnesota (McLean, 1975) where it was applied to a typewriting curriculum. These applications have been based on entire courses, and, at this point, no evidence has been found of the application of the individualized instruction in the business curriculum applied to single skill development.

Evaluation results of the effectiveness of these attempts at individualized instruction have been mixed. Wagner and Sewell (1975) found that students preferred individualized but their performances were at the same level as the traditionally instructed students. Lawrisuk (1973) found that students in individualized math classes achieved at nearly the same level as the traditionally taught. He also found higher drop-out rates in the individualized instructional program. White (1970) found in an individualized nursing program that the difference between individualized and traditionally taught classes pre- and post-test scores was not significant. Oen and Sweeney (1971) found that students taught by individualized instruction achieved higher mean scores than those taught by lecture-discussion. Further findings by Clow (1974) revealed that individualized instruction resulted in the following: the student accountability is more difficult because it is necessary to permit student access to resources; program planning and writing of objectives and test requires considerable teaching time; a change from the framework of traditionally oriented instruction to one of individualized is difficult for most teachers; it is a continuing challenge to develop new record keeping procedures, student progress reports, etc,; and scheduling teacher load divisions requires careful planning.

There seems to be a growing recognition of the limits of individualized instruction. It is not for all students. Perhaps the most effective use of individualized instruction would be for limited concrete job-specific skills. Ideally, the student should be able to enter the learning experience at a level commensurate with his/her previous education or work experience.

Staff at Elgin Community College identified a curriculum conceptual model which will assist in the development of individualized instruction in the secretarial science area. A review of the literature reveals several models which have been used by other instutitions. Kapfer (1971) identified a model which has been used in a variety of individualized curriculum development efforts. Johnson and Johnson (1970) have identified a number of sequential steps related to curriculum development utilizing the individualized instruction approach. Crawford's model (1967), developed with support from the U. S. Office of Education, was selected to guide Elgin Community College's curriculum development. This model was chosen because it was developed for business curricula, distributive teacher education, and because it fits in well with the college's on-going approach to curriculum development through the use of advisory committees. Figure 1 is the flow chart for curriculum development in Crawford's model. Within this framework, Elgin Community College staff proposed to develop individualized instruction, competency-based performance measures for single skills modules in the secretarial science area.

Objectives

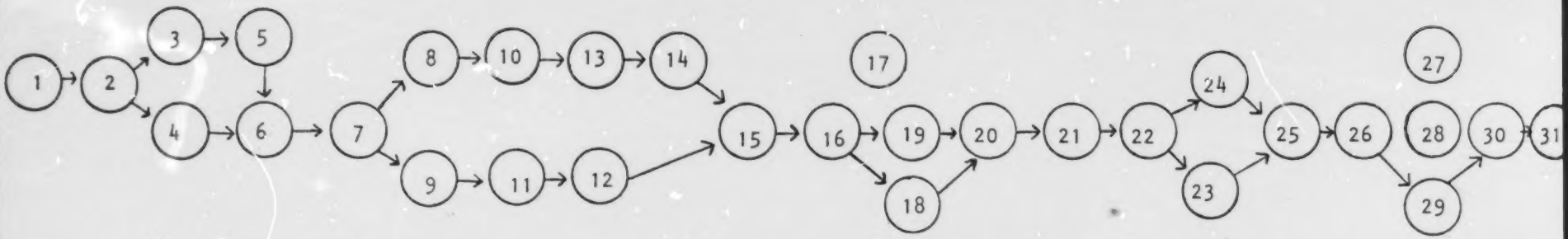
The primary purpose of this project was to develop or select and evaluate twenty-five single skill secretarial individualized modules which would prepare students to enter the world of work, up-grade their current job skill, or to regain skills acquired several years ago. The objectives for this project were identified by calendar quarter (Appendix A).

Local staff made a preliminary secretarial job analysis which resulted in the identification of the following secretarial single skills and skill areas:

Refresher Typewriting	Machine Transcription
Records Management	Basic Typewriting Set
Long Carriage Typewriter	Spelling
Punctuation	English Grammar
Word Division	Word Usage
Proofreading	Shorthand Speed Development
Shorthand Mailable Letters	Introduction to Letter Writing
Effective Dictating	Statistical Typewriting
Job Application	Receptionist Review
Legal	Medical
Executive	General Office
Technical	Educational

FIGURE 2

ACTIVITY AND PERSONNEL MANAGEMENT CHART



1. Begin Activity
2. Begin Job Analysis
3. Begin Task Analysis
4. Complete Lab Remodeling
5. Identify Competencies
6. Review First Quarter Activities
7. Complete Learning Packages
8. Develop Student Assessment Procedure
9. Develop Diagnostic Activities
10. Pre-test Learning Packages
11. Disseminate Recruiting Materials
12. Evaluate Learning Packages
13. In-Service Experience for Student Personnel
14. Eliminate Sex Bias
15. Assess Second Quarter Activities
16. Enroll Students
17. Indentify Control Group
18. Identify Elements for Pre-Vocational
19. Pre-Test Evaluation Instruments
20. Develop Record-Teaching Procedures
21. Review Third Quarter Activities
22. Conduct Formative Assessment
23. Conduct Summative Assessment
24. Administer Post-Test Measures
25. Analyze Experimental Data
26. Conduct Complete Follow-Up
27. Conduct Employer Follow-Up
28. Explore Single Skills for Other Positions
29. Write Reports
30. Disseminate Results
31. Continue Lab Through College Support

Implementation of the Single Skills Lab

It was determined that the single skills approach would be offered to the students through two existing courses: Office Procedures Lab 120 and Office Procedures Lab 121, both three-hour credit courses.

Since Office Procedures 120 and Office Procedures 121 were already established courses in the curriculum, it was decided that these two courses could best be utilized to institute the single skills lab approach. The needed information was submitted to the Elgin Community College Curriculum Committee and approval was obtained. In addition, the college undertook the remodeling of the lab area to accommodate the single skills approach. Due to the flexibility of the program and the existing lab facilities, extensive remodeling was not required.

A point system was designed so that students would not be concerned with number of hours completed rather than amount of skill development obtained. A total of ten points was given to a unit for each hour needed to complete it. Points were determined by completing various units and also on time allotted by publishers (e.g., a thirty-hour practice set).

A time clock was installed and a tracking system was designed to provide personnel with the necessary information to monitor student progress. A sample of the time card is in Appendix B.

Personnel were interviewed and hired. A copy of the qualifications required can be found in Appendix C. Due to the success of the lab, it was necessary to hire a 3/4 time person midway through the period.

The unique feature of the single skills lab is that each student designs his or her own course outline to meet individual needs. A variety of units was selected by personnel (Appendix D). These units consisted of commercially available software as well as units developed by personnel during the grant period. Individual course outline forms (Appendix E) were designed as well as unit evaluations (Appendix F) and unit grade sheets (Appendix G). It was apparent that the single greatest job in an individualized approach to instruction was the organization and distribution of materials to students for optimum learning as well as the evaluation of student performance. Through trial and error during the grant period and consultation with personnel of existing individualized programs, the following methods were proven to be the most successful for the single skills lab.

1. Students were required to spend a minimum number of lab hours per week in order to develop their skills successfully. Even though the lab was an open lab, this requirement became necessary.

Please note that they were allowed to spend more than the minimum amount of time, but not less. Research studies have proven regularly scheduled practice periods of a short duration produce a better atmosphere for skill development.

2. Students were required to read the procedures manual and other literature given to them and a counseling session was arranged with one of the lab personnel. Skill level was determined, if possible, through pre-testing. Students were then asked to write their course outline with the assistance of lab personnel.

3. Couse outlines were kept on file in their permanent file to record units completed.

4. Periodic checks were made to assess student needs in regard to attendance and progress toward completion of course outline.

5. Students were allowed to complete course early. If student did not complete course outline, his or her grade would be based on amount of work completed. They would then be able to repeat the course under the college "forgiveness" policy if they wished to improve their grade point average.

Detailed procedures were written and rewritten by lab personnel. These procedures were organized and compiled into the OPL Procedures Manual (Appendix H). Sample course outlines were included as well as detailed information regarding student evaluation.

Unit Selection and Development

At the same time that the necessary steps were being completed to implement the mechanics of the lab, unit development and selection was in progress.

Examination copies of a variety of units were ordered by the Operations Director and evaluated by lab personnel for suitability in the single skills lab. If commerical units were not selected, they were developed by lab personnel.

Publicity and Recruitment

Early in the program publicity about the single skills lab was distributed to local papers (Appendix I). Articles appeared in the Elgin Courier News, the Elgin Herald, Elgin Community College Staff Prints, and the Elgin Community College Observer (school newspaper).

Student recruitment involved interview time on local radio stations as well as articles in the school newspaper. In addition, a brochure (Appendix J) was designed, printed, and distributed with the other college brochures.

Recruitment was a continuous effort on the part of the counseling staff. Articles on the single skills lab appeared in the Fall schedule.

Grant Personnel

Two lab assistants, a graphic artist and the lab instructor were instrumental in the design and selection of the units chosen for the lab. Dr. Betty Schroeder, the educational consultant reviewed all work designed under the grant. In addition to the units completed, Dr. Schroeder also helped develop the task analysis and establish the procedures for conducting it.

Dr. Al Hecht, the evaluation consultant, was instrumental in developing the semantic differential and the unit evaluation. He was also reponsible for compiling and analyzing the data from the task analysis, the pre- and post-test scores, the semantic differential, and the unit evaluation.

Chapter 2

TASK ANALYSIS: PROCEDURES AND RESULTS

The conceptual model for curriculum development of this project was based on Crawford's competency-based approach to curriculum construction. This model emphasizes the development of a sound research based approach using job-task-analysis. Task analysis had been added by Elgin Community College staff as a necessary step.

Designing Survey Instrument

Since Dr. Betty Schroeder, curriculum consultant, had had previous experience in conducting task analyses, an initial meeting was held with her to determine the steps to be taken while conducting the analysis. During this meeting it was determined that four secretarial areas would be covered in the task analysis. The categories would include general and executive, medical, legal, and educational. It was then determined what instrument would be used. After considerable discussion, an instrument used by the state of Ohio Vocational Education was adapted to serve the purposes of the analysis. Copies of the task analysis used for the single skills lab are in Appendix K. In addition, a specific task analysis for the medical, legal, and educational area was developed through consultation with Betty Schroeder and secretaries in the specialized areas. (Appendix K)

Selecting Businesses to be Surveyed

Although task analysis results were available through previous studies for other geographic locations and nationally, it was decided to survey this particular geographic area since the specific needs of the community would govern the options to be made available in the single skills lab. Therefore, the task analysis was designed to cover all areas that could be feasibly offered through the single skills lab.

While the task analysis was being prepared for distribution, sites were selected. A stratified sample by firm type with a minimum of twenty-five respondents from each of the specific types was used. The Project Director met with the Director of Occupational Relations to determine what businesses should be interviewed. This was done so that specific feedback from businesses that have employed our Elgin Community College students in the past and would possibly employ students again in the future could be obtained.

The survey also included businesses that expressed community concern for additional education of office personnel as well as other firms that were selected with the help of the secretarial science instructors, the Dean of Vocational Education, and the Business Division Chairperson. A list of the businesses surveyed is in Appendix L.

Conducting Task Analysis

Guidelines for conducting the task analysis were established as follows:

1. Select the sites.

2. Phone for an appointment to meet in person with personnel director, president, owner, etc., to explain project.

3. Prepare an introductory folder with task analysis (several) and program brochures from Elgin Community College so executive can become familiar with the college program.

4. When you visit the businesses:

a. Introduce yourself and your position at Elgin Community College.

b. Explain purpose of the project and the objectives--to determine the skills required in specific secretarial positions in order to develop instructional materials appropriate for training in these skills.

c. Show the executive the task analysis; explain types of information included (skills, equipment, introductory page) and how the task analysis would be filled out.

d. Find out what secretarial positions there are in the firm--more than one level. Look at the job descriptions if these are available.

e. Ask if it is possible to have a secretary at each level (if there is more than one level) complete a task analysis. In this way, you would get a cross-section of secretarial positions within the company.

f. Do one of the following:

(1) Leave the task analysis with the employer to be completed within a definite period of time (one to two weeks).

(2) Meet with the secretarial employee(s) who will be filling out the task analysis to explain its purpose and give directions on how to complete it. (Stress importance of her answers!)

(3) Set up another appointment time within one week when you could come back to meet with those secretaries who will be completing the task analysis. Some businesses may be willing to let you have a meeting with those secretaries so that they can fill it out while you are there.

g. Set up a definite appointment time when you will come back and pick up the completed task analyses (one to two weeks).

h. Leave business card with name and phone number so the secretary can call you if there are any questions.

i. Assure confidentiality and anonymity in regard to information given in the task analysis; ask if a copy of the results should be sent to the company (optional).

5. For each completed task analysis, be sure to send a thank you letter to the person who completed it as well as to your contact person within the business.

Characteristics of Sample

Table 4 shows a comparison of the sample distribution with the distribution of firms in the district. A variety of major firms was represented. From this data it is noted that the sample is biased in favor of health services, legal, and educational services, and banking and finance, while construction, distribution manufacturing, and insurance are under represented.

Table 4

Comparison of Sample Firms
with District Firms

Firm Types	Sample Firms Number	Sample Firms Percent	District Firms Number	District Firms Percent
Banking-Finance	13	12.5	103	5.7
Construction, Distribution, Manufacturing	18	17.3	554	30.8
Educational	17	16.3	95	5.3
Insurance	8	7.7	280	15.6
Public Utilities	2	1.9	17	1.0
Printing & Publishing	1	1.0	102	5.7
Legal Services	13	12.5	172	9.6
Health Services	26	25.0	167	9.3
Transportation	1	1.0	86	4.8
Governmental	5	4.8	220	12.2
Total	104	100.00	1796	100.0

Consequently, although the results of the task analysis can probably be appropriately generalized to the types of firms that generally employ Elgin Community College graduates, these results are not generalizable to the entire Elgin Community College district.

The areas of legal, health, and education were over represented intentionally so it would be possible to get a large enough sample to analyze each group separately.

Table 5 shows that the task anlysis sample was almost evenly divided between secretaries and other types of clerical workers. The "average" survey respondent had worked in her present job for about five years and in the secretarial field for about ten years.

Table 6 shows that the survey sample obtained their secretarial training from a variety of sources with a combination of high schools and business schools or junior colleges providing training for about two-thirds of the sample.

Table 5

Task Analysis Sample Characteristics
by Job Title

Job Titles	Number	Percent
Secretary		
Educational	27	14
Legal	26	13
Medical	13	7
Other	29	15
Total	95	49
Receptionist	28	14
Typist	26	13
Clerk	11	6
Administrative Assistant	9	5
Stenographic	1	0
Other	25	13
Total	195	100

Table 6

Task Analysis Sample Characteristics
by Training Source

Secretarial Training Source	Number	Percent
Business School or Junior College	70	36
High School	58	30
On-the-Job	39	20
College or University	19	10
Other	6	3
No response	3	1
Total	195	100

Summary Task Areas

Table 7 is a summary of the task areas completed by the various secretarial groups. It points out that educational secretaries spend most of their time in typewriting, duplicating and reproduction, receptionist duties and activities unique to education. They spend little or no time organizing and typing statistical material, performing stenographic activities (a recent secretarial survey showed that the typical secretary spends about two percent of her time in steno activities). Educational secretaries perform a large variety of secretarial activities.

Legal secretaries spend most of their time in receptionist and typing activities. The nature of the legal forms typed depends upon the speciality of the employer. About one-half of the secretaries sampled performed some stenographic activities. These secretaries perform routine filing and other clerical tasks. Legal secretaries are not usually required to do statistical typing, perform bookkeeping or accounting functions, perform duplicating or reproducing functions.

Table 7

Summary of Task Areas Performed by Secretarial Groups

Task Area	General Secretary	Educational	Legal	Medical
Typing Statistical Material				
Bookkeeping & Accounting Activities				
Clerical Activities	x			x
Composition Activities				
Duplicating & Reproducing Activities		x		
Receptionist Activities	x	x	x	x
Records Management Activities	x			
Stenographic Activities			x	
Typewriting Activities	x	x	x	x
Specialized Activites Related to Field		x	x	x

General secretaries spend most of their time on typewriting activities, receptionist activities, and records management activities. They spend little or no time on statistical materials, bookkeeping activities or in stenographic activities. They do a small amount of duplicating.

Considering that the medical specialist activities are really distributed across the other nine areas, medical secretaries are largely receptionists who do some typing, filing, and other clerical tasks. They are not usually required to use stenographic skills, perform duplicating and reproducing activities, compose, organize and type statistical material or perform bookkeeping or accounting functions.

Based on Table 7, the skills areas that are common to all of the secretarial roles are typewriting and receptionist activities. In addition to these common tasks, for each speciality area there are special skills unique to that speciality. Detailed analysis of these four groups is in Appendix M.

Table 8

Classification of Individualized Units
by Secretarial Task Area

Tasks	Name of Unit
Typewriting Activities	Basic IPM
	Refresher Typewriting
	Typewriting Practice Sets
	Gregg Typing Kit I
	Gregg Typing Kit II
	Advanced IPM
Receptionist Activities	Call Director
	PBX switchboard
	Receptionist Unit
Duplicating Activities	Spirit Process
	Mimeograph
	Offset Duplicator
	Dry Copier
Stenographic Activities	Shorthand Refresher
	Shorthand Speed Building Tapes
	Shorthand Mailable Letters
	IPM Shorthand
Special Activities	Medical Practice Set
	Legal Practice Set
	Educational Secretary Unit
	Medical & Legal Tapes
	Medical & Legal Dictaphone Units

The task analysis pointed out that the two major areas of concentration needed in the single skills lab were typewriting units from basic keyboard refresher materials to advanced materials for experienced secretaries wishing to update skills and receptionist units teaching basic techniques as well as the operation of equipment.

Of secondary importance were stenographic, duplicating, and clerical units. Machine transcription was included in the clerical units. Therefore, in relating units offered in the single skills lab to the task analysis, each unit offered in the lab was correlated to a particular task area as indicated briefly in Table 8.

Chapter 3

EVALUATION: PROCEDURES AND RESULTS

The evaluation of the single skills lab involved evaluation of the program, the students, and the units.

Single Skills Approach versus Structured Class

Since many of the units offered in the single skills lab had been at one time offered in a structured class, a comparison was made between the achievement of the students the previous year in structured versus those in the single skills lab. Table 9 shows a comparison of student performance in structured classes with performance in the single skills lab. In all four classes, the percent of students earning grades was greater for the structured classes than for the single skills lab.

Table 9

Comparison of Student Performance in Structured Classes with Performance in the Single Skills Laboratory

Course	Term	Mode	Number	Percent Earning Credit	Mean GPA	Absolute Difference Between Means	
120	Fall 1975	Structured	30	77	4.17	1.18	4.07**
	Fall 1976	Single Skills	110	51	2.99		
120	Spring 1976	Structured	50	78	4.10	.87	3.22**
	Spring 1977	Single Skills	88	56	3.23		
121	Fall 1975	Structured	17	94	4.75	.37	1.14
	Fall 1976	Single Skills	15	87	4.38		
121	Spring 1976	Structured	13	85	4.17	.12	.22
	Spring 1977	Single Skills	25	80	4.05		

** Difference significant beyond P.01.

A comparison of the minimum course grade point average showed that students in the structured form of Office Procedures Lab 120 performed significantly better than those in the single skills lab, but students in Office Procedures Lab 121 performed equally in the structured and the single skills lab. Differences are both statistically and educationally significant. Although these results may appear to suggest that the structured experience is preferable to the single skills lab, differences in student performance between structured and single skills lab may be accounted for by the new approach which attracted a different population of students to college in greater numbers. Prior to this, the majority of students enrolled in Office Procedures Lab were degree-oriented students. The new students consisted of individuals with grown or school-age children. These students were anticipating returning to the work force. Their major objective was not to receive a grade, but a salable skill. Once they obtained this objective, they terminated the course. Many of them were employed half-way through the course. Therefore, when studying these comparisons, it is important to remember that different types of students are being compared.

Semantic Differential

An attempt was made to rate the single skills lab in comparison to the student's typical class and their conception of the "ideal" class. A semantic differential was designed based on procedures used by Cunningham, Cundiff, and Murphy of the University of Texas in the study of Multimedia Teaching Format.

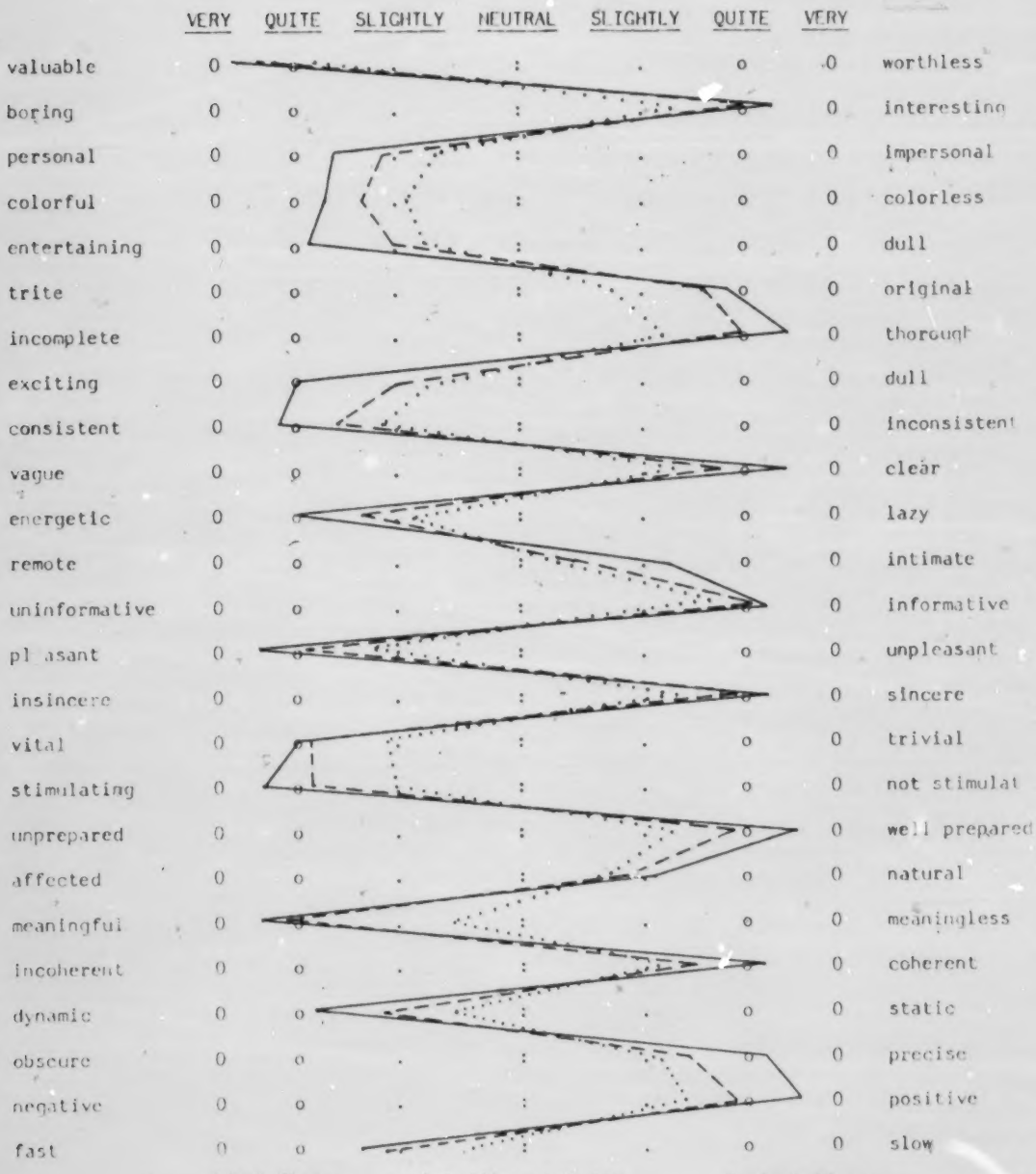
When they first enrolled, students were required to fill out two semantic differentials: one describing their typical class and the other their conception of the ideal class. At the completion of the course they were again required to fill out forms for typical and ideal as well as one for Lab 120 and Lab 121. The beginning and ending forms were compared. The post-course comparisons are shown in Figure 2.

Student Comments

Since statistics alone cannot tell the whole story, these comments have been included to give the reader some understanding of the students' reactions to the single skills lab approach. Although they are not all positive comments, the majority of them indicate the need for a single skills lab exists in the minds of the students. Because student cognitive results were similar in the fall and spring terms, their open-ended comments have been combined for these two terms. These comments were obtained from the semester evaluations conducted college wide.

Figure 2

Semantic Differential Post-Course Comparisons



Extremely helpful to me.

Very satisfied - I could learn as fast and as much as I wanted. I felt it was an extremely valuable course.

I thought the course content was very good and will help me in what I plan to do.

I was disappointed. Perhaps I am the type that needs a class situation with a teacher leading it.

It was a very worthwhile course.

This course has helped me a lot and there are two other courses like this and I'm going to take them. I'm going for a secretarial degree. If I wasn't, I would take the other courses also.

This course is still necessary at the college level. It offers a wide opportunity of skill development on many levels of business. Most important is acquainting the student with up-to-date office proficiency. This is a must in the modern office.

I feel I accomplished my goal. The material is available but it requires a lot of self-discipline to keep going on your own. I'm glad I managed to "stick it out."

It was a good course. You learned what you wanted to, and pretty much at your own speed. One was never held back; if you were able. There was no end to what you could learn and do. Needs more student-teacher communication at times, but it is well-organized as a course.

Very good course.

I consider it a valuable educational experience.

I like this course, and I am satisfied with what I am getting out of it. This is a very valuable educational experience. Those people seeking to improve their already learned skills of typing and business office procedures can do so with this course.

Excellent course.

The course was quite helpful and interesting to me.

The course has given me a chance to get back into the stream of things after being out of it for quite a while.

I considered this course a valuable experience and a beginning for me.

The course content was very good and I gained quite a lot of knowledge through it.

I was very much satisfied with what I gained from this course and would strongly recommend it.

The content in this course was satisfactory to me. I learned the Memory Typewriter which gave me the opportunity to use the one we have at my employment. The practice set I had, "Executive Offices of America", was very educational for me. I found I learned a lot from it. These are only two which I consider special items that will help me at my employment. I liked this course very much. One great improvement this fall is the open lab hours. I would like to see it continue this way. It was especially beneficial to me since I am employed full time. This way made it easier for me to select my hours to spend in the lab. Also, with two instructors I found my work would be graded and back in my folder promptly so I could check it. I am very satisfied with what I learned in Lab course 121 and consider it to be educational to me now and in the future.

Best class in the secretarial program.

Big improvement over last year. Felt class was very rewarding.

You are able to go at your own rate of speed and work in whatever areas you want.

I thought it was a good course. I was able to work at things I'd never done and to better myself at things I do now at work.

Course was good. Covered areas I am interested in on my job.

Course content was excellent; it covered all aspects of secretarial field. I learned a great deal from this course and I like the idea of working at my own speed.

Good course content.

This course was better than I had anticipated.

Excellent experience.

I was very satisfied with the course and plan to take 121 in the spring.

It is a vital course for traditional academic education and a "must" for vocational learning. It is the zenith of all good education--teaching and learning on a one-to-one basis.

It was an excellent opportunity for me to brush up on dictaphone skills. I think the course had much variety of skills and subjects to offer.

Materials were very good. I enjoyed it and felt I got a lot out of it.

I feel the tests are giving me a good idea of how well I am doing. The course has accomplished what I had hoped. It has given me the ability and confidence I was looking for.

The subjects that you could take were very nice. The bookwork and paperwork was interesting and very helpful. The practical work was very good to help me learn more. Overall the course was a very good course to take.

Course content satisfactory and helpful. In general, course was very helpful and relevant to my interests.

Course content was good and in my area of study. Books, homework, and papers were all very good. Overall, the course was good.

Course content was very good. I really appreciated being able to choose those areas in which I needed the most help. Books, homework and papers were very good. That a student be assigned the lab assistant that is usually on duty at the time he usually comes in as his principal instructor. I am very satisfied with this course and feel that it has fulfilled my need which is overall familiarity with office jobs before I go to look for a new job.

It helped me get back my skills to return to office work. Books, homework, and papers were very good. I enjoyed taking this course, and it was a valuable educational experience.

It was a good course, the content was good and the books, homework and papers were good.

Course content was very good. Would make no improvements. Thought it was an excellent course.

I think the content was good except that the units were pretty hard. Some of the exams were difficult. I think I learned pretty much, but there were times I felt very frustrated and lost with the work I was doing.

The course content was very good. The point system is much better than having to get certain numbers of hours in during the time period.

Course content was inadequate. You were left on your own. If you did not ask questions and did not notice particular things in manual, you were out of luck. You were strictly on your own. I prefer a more structured situation. Some of the material was very badly reproduced. On evaluating each letter, an option could be offered instead of retyping every letter. For example, only one mistake might earn 8 or 9 points. There isn't always time to retype. I would suggest going over the manual with students. I would never recommend that anyone take this course. I have had nothing but frustration.

Some things were too easy and others didn't seem to be of any use in learning. For example, the offset. The instructional objectives were somewhat clearly stated. Thought they could have been clearer. Not necessary to have exams. Should be a skill. More explanation about what each unit is about before we take them. Handbook could be improved in this area. Something of a disappointment. Could be more structured. Also, we need more equipment and tables, especially during morning when most people can come in.

The instructional objectives were not always clearly stated. Wasn't aware that I'd have a test at end of one unit. Many of the letters typed would be mailable in an office, but this course goes strictly by the book which makes letters unmailable. I feel if the punctuation that a student uses doesn't alter the meaning of the sentence, it should be mailable. I realize, though, this would make grading much more difficult. Spelling test not adequate at all. I feel each instructor should take time and explain course in more detail. Let the student know exactly what is expected. The Procedures Manual is fine, but no one is going to memorize it. I didn't realize the course would be graded so strictly. I feel I got a lot from the course.

Not much instruction was given by the instructor on the objectives of this course. The only way I understood the objectives was from listening to other students. When a student is just starting the lab program, assignments and objectives should be discussed with her.

The content of this course contained some important study which I needed. The subject was concentrated on developing my skill in typewriting and the 10-key adding machine. The homework in this course was explained well by each teacher. The exams in the course were fair. I evaluate this course as being a very good one. I am satisfied with what I got out of the course and I do consider it a valuable educational experience.

The course content was excellent and gave me a wide selection of subject matter to work from. Papers and homework were worthwhile. The exams were fair and tested one's knowledge on the material covered. I would have liked more verbal comments and helpful hints on my work. I feel this course was a valuable experience. Disappointment is also what I feel because I didn't reach my 500 points. I spent too much time trying to be perfect in my typing--resulting in trial and error. I should have had the good sense to leaveit and work on something else.

It is very complete. I am satisfied with the course but also a little disappointed because it wasn't as much of a challenge as I expected.

I think this course is a terrific idea.

The course has given me the additional training in certain areas of development which I needed.

I consider the exercises in this course as samples of on-the-job training, up-to-date and relevant to what I expect to do in a business office. I feel I learned much from this.

I am really happy. I wanted to get my skills up so I would be able to get a good job. That is exactly what I am doing along with the help of all the equipment and the lab assistants.

The course has offered exactly what I need to refresh old skills and to learn a few new skills.

I am satisfied with the course. I appreciate working at my own speed and coming to class at my convenience. I have thoroughly enjoyed my time spent here. I have gained considerable knowledge. I am amazed at how much I had forgotten. I appreciate learning some of the new styles and techniques in letter writing.

It was relevant and exactly what I need. I have not had the time to take advantage and get full value of this course yet, but the value is there. I consider it a worthwhile course.

This course is great especially for the summer. You are not tied down to a certain time each day.

The content seems quite thorough. I am using this course as a brush up on office procedures to get a better job after being out of the job market for 20 years.

I enjoyed the idea of working on my own and at my own speed!

It offers exactly what I was looking for having been out of school for many years. Most everything I had learned was obsolete from new machines to typing letters to punctuation.

I have enjoyed the course very much and enjoy learning all the new machines and ways of doing things correctly in the modern office. I would like to continue with several further subjects.

Evaluation of Units

The evaluation of student performance on individual units has been divided into four distinct areas: (1) the number of units completed and unique unit patterns, (2) ranking of most popular units, (3) listing of unchosen units, and (4) pre-to post-test changes for selected units.

Number of Units Completed and Unique Unit Patterns

Table 10 shows that students completed between one and eight units. The average number of units completed per student was four. The average number of students per unit was five. The 101 students completed 95 unique unit combination of patterns.

Table 10

Distribution of Single Skills Lab Students by Number of Units Completed and Number of Unique Unit Patterns Completed

Number of Units Completed	Number of Students	Number of Unique Unit Patterns
1	16	12
2	10	10
3	14	14
4	20	20
5	19	19
6	14	12
7	5	5
8	3	3
Total	101	95

Consistent with Crawford's Competency Model the single skills lab appears successful in helping students develop skills. In contrast to the structured approach used previously in which everyone was required to complete the same units, the single skills lab permitted the diversity which enabled students to pursue what they individually needed to develop skills.

Ranking of Most Popular Units

Table 11 shows that typewriting activities were the most popular units among students taking the single skills lab.

Table 11

Ranking of Most Popular Individualized Units

Rank	Number Completing	Unit
1	34	Secretarial Practice - Dictaphone
2	32	Lenox (Typing Refresher)
3	31	IBM Typing
4	23	Correcting Selectric
5	20	Executive Typewriter

This information is consistent with the task analysis showing the commonalities. However, the variety of typing units selected reflects the individual needs of the students. This addresses students with different backgrounds. Students were counseled and pre-tested before selecting units to be included in course outline. The pre-test scores determined the level of typewriting units they included on the outline. The typewritten units ranged from refresher units presenting the keyboard to advanced units requiring the setting of priorities and decision making. Since these units proved to be popular and in demand, additional copies of these units were made available. In addition, the typewriting units were expanded to include a variety of skill levels.

Unchosen Units

In an effort to determine what units were needed most by students, a list of the units not chosen during the two-semester period are listed in Table 12. These units deal with areas of secretarial skills that do not reflect common tasks as the task analysis indicated. Also, many of these are very specialized since the subject matter dealt with was limited in scope. It was decided that some of these units would be retained to meet the possible needs of a few individuals, while others would be eliminated.

Table 12

Unchosen Individualized Units

Clerical Payroll Procedures
Accounting Practice Set
Dictate Effectively-Dictaphone
3M Dry Copier
Filing Business Names
Filing Special Names
Medical Shorthand Tapes
Medical Office Procedures
Typing Medical Forms
Technical Office Typewriting
Technical Shorthand Tapes
Word Usage Drills for the Typewriter
Typewriting Office Practice
Indio Paper Products

Pre- to Post-Test Changes for Selected Units

Since the particular units completed by each student varies, there were only eight units completed by five or more students. It should be noted that these eight units covered typewriting material, a task needed by most secretaries according to the results of the task analysis.

For each of the eight units completed by at least five students, t-tests indicated statistically significant student improvement from pre- to post-test. Except for the IPM typing tapes and slide unit, the sizes of absolute differences between pre- and post-test differences means, the amount of student learning was educationally important as measured by performance on unit tests. Although additional units were completed by students throughout the term, it was difficult to collect sufficient data on the individual units since such a small number of students completed them.

Table 13

t-Tests for Pre-Post Test Changes for Selected Units

Unit	N	Pre-test Mean	Pre-test SD	Post Test Mean	Post Test SD	Absolute Difference Between Means	t t
Dictaphone	16	0	0	88	6.8	88	51.25**
IPM Typing Tapes	8	43	13.3	49	10	6	2.38*
Executive Typing	15	3.8	10.3	95	7.8	91.2	24.74*
Ten-Key Adding	6	0	0	92	4.1	92	56.96**
IBM Memory	6	0	0	93	7.3	93	31.71**
Offset	11	0	0	81	31.9	81	8.33*
Legal Terminology	5	0	0	97	3.6	97	59.99**
Speed Building Shorthand	5	70	12.2	92	8.4	22	4.49*

*Significant beyond P.05
**Signifcant beyond P.01

Student Evaluation of Units

Students were requested to evaluate each unit they completed using the evaluation form designed by the Operations Director and the evaluation consultant. Table 14 includes the data collected from these evaluations. This table includes those units which were evaluated by three or more students. The number of students evaluating each unit is shown in Column "N." The table entries are the mean (average) student evaluations of unit components and the total evaluation of each unit. Double asterisks (**) indicate units and components requiring revision. Single asterisks (*) designate units which should or could be expanded by adding additional components. The results indicate that, with the exception of Unit 4, all the units were rated fairly high by the students. On a five points scale, they were rated four or above.

More detailed information was obtained by referring to the print out regarding those item responses for those items within each of the *d components. For example, Unit 4, written materials, Items 4-6, responses suggested that the written materials were either lengthy or rambling. Unit 4, visuals, Items 7-9, responses suggested that the quality of the visuals should be improved and that the visuals needed to be better integrated with the written materials in order to contribute effectively to student understanding of the unit. This information was analyzed for each unit and the necessary additions, deletions, and changes were made. Materials were rewritten, graphics were redesigned.

Table 14

Summary of Mean Student Evaluations of Office Procedures Lab Units

Unit Number	N	Total	Objectives	Written Materials	Visuals	Audio	Equipment
1	3	4.86	4.67	4.60	5.00	0.00*	5.00
2*	4	4.19	4.25	4.13	5.00	0.00*	4.21
3*	4	4.51	5.50	4.38	5.00	0.00*	4.25
4**	3	3.23	3.50	2.40**	2.00**	0.00*	3.50
9*	6	4.46	4.39	4.42	4.67	0.00*	4.33
16*	11	4.31	4.45	3.73	4.00	0.00*	4.64
18*	5	4.16	4.00	3.60	4.00	0.00*	4.38
27*	4	4.72	4.75	4.88	0.00*	0.00*	0.00
29*	4	4.79	4.58	4.63	5.00	0.00*	4.80
30	4	4.34	4.17	4.18	5.00	4.25	4.50
32	3	4.35	4.44	4.00	5.00	4.10	4.44
34*	18	4.20	4.33	4.09	4.11	3.99**	4.26
37	3	4.52	4.33	4.17	0.00*	4.50	4.83
40**	11	4.15	4.30	4.23	4.42	3.70**	4.15
42*	10	4.65	4.67	4.53	4.33	0.00*	4.67
43	9	4.44	4.54	4.50	4.46	5.00	4.33
44	8	4.67	4.67	4.80	5.00	4.80	4.61
45*	5	4.40	4.36	4.50	0.00*	4.29	4.50
47**	3	4.02	4.44	4.00	0.00*	3.7 **	3.00**
51	6	4.34	4.17	4.25	0.00*	4.80	4.67
52	5	4.47	4.80	4.40	5.00	5.00	4.60
57*	3	4.63	4.67	5.00	0.00*	4.40	4.33
68	11	4.27	4.45	4.00	4.17	4.60	4.36
74	7	4.18	4.24	4.43	4.24	4.07	4.10

*Requires revision
**Should include additional components

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In Chapter 2 the procedures for the task analysis and the results were presented. In Chapter 3 the evaluation techniques used and results from them were presented. In Chapter 4 the summary, conclusions, and recommendations will be presented.

The purpose of this study was to implement a single skills lab and develop or select twenty-five units for instruction in the secretarial science curriculum at Elgin Community College. A task analysis was conducted to determine the most common tasks completed by area office personnel. This information was used in selecting and developing the units in the single skills lab. In addition, various evaluative techniques were used to determine unit effectiveness and general success of the single skills lab approach.

All units, whether purchased commercially or developed as original materials, were completed by students and evaluated as to their instructional effectiveness. These various methods were used to obtain the necessary data. The following major findings are based on an analysis of the data obtained.

1. The most common tasks completed by all office personnel in District 509 included typewriting activities and receptionist activities. These were even common to the three specialized areas: medical, legal, and educational.

2. The results from the task analysis were used to clarify the need for the original twenty-five modules in the proposal. Conclusions were drawn from the data and the following changes were made: word processing and duplicating were added to the listing, while business machines, statistical materials and technical materials were deleted.

3. The results of the semantic differential indicated that students enrolled in the single skills lab viewed it better than their typical class but did not rank it equally with their ideal class.

4. The results of the students' evaluation indicated that particular units needed revisions in the written, visual, or audio portions.

5. An analysis of the units completed by students revealed that the typewriting units were selected the most frequently by students.

6. The analysis of the data on pre-post tests indicated that learning was educationally significant with the individualized units.

7. Although the comparison of the similar skills being offered in an a structured class indicated percent of completion was lower, it was noted that a different population was being served. This different population included a large group of individuals that were not interested in completing a course, but rather they were interested in gaining a single, salable skill.

8. The analysis of units completed by students indicated that the single skill approach enabled students to tailor-make their course outline. The fact that 101 students enrolled in the single skills lab completed 95 unique combination of patterns supports the need for the single skills approach.

Conclusions

1. A strong need exists for a variety of typewriting and receptionist activities offered through the single skills lab.

2. A need exists for specialized materials in the legal, medical, and educational secretarial fields through a single-skills approach.

3. The single skills lab is a viable offering enabling students to select a variety of single skills for job development, enrichment, and advancement.

4. The most popular units included those involving typewriting and machine transcription activities.

5. It was desirable to eliminate certain units based on the results of the units not chosen by students.

6. To meet the needs of students interested in developing immediate job skills, a variable one to three-hour credit course should be offered utilizing the single skills approach.

Recommendations

For the single skills lab to continue successfully at Elgin Community College and be implemented in other secretarial curriculums, the following recommendations are offered:

1. Elgin Community College should continue to offer the single skills lab.

2. Recruitment procedures should be continuous throughout the year and be updated as needed.

3. To keep curriculum content current, personnel should be be kept up to date regarding employment needs through the periodic employment surveys.

4. Development of units should be continuous in an effort to keep the offerings up to date.

5. Evaluations of units by students should be continued to insure that the units remain instructionally effective.

6. In addition to the three-hour courses being offered a one-hour variable credit course utilizing the single skills approach should be offered to meet the needs of students interested in developing immediate job skills.

7. Follow-up studies should be made of students completing the single skills lab.

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APPENDICES

APPENDIX A

PROJECT CALENDAR

Secretarial Grant

Calendar

First Quarter (July 1 - September 30)

1. Remodel current lab area.
2. Supervise specific plans for eliminating sex bias.
3. Develop computer-based record keeping procedures for student tracking.

Second Quarter (October 1 - December 30)

1. Disseminate student recruitment materials.
2. Provide in-service experiences for student personnel staff.

Third Quarter (January 1 - March 31)

1. Enroll students into single skills lab modules.
2. Conduct job analysis of secretarial position.
3. Conduct task analysis for each of job components.
4. Identify competencies and develop corresponding behavorial objectives (continued 4th quarter)
5. Continue to disseminate student recruitment materials.
6. Administer student assessment materials.
7. Identify elements of modules for prevocational experience.
8. Pre-test evaluation instruments.
9. Administer pre- and post-test materials to students as needed.

Fourth Quarter (April 1 - June 30)

1. Identify competencies and develop corresponding behaviorial objectives.
2. Complete learning packages for each job function. (continued 5th quarter)
3. Pre-test learning packages.
4. Continue to disseminate student recruitment materials.
5. Analyze data from pre- to post-test period.
6. Evaluation of learning packages.
7. Conduct formative assessment of project.
8. Conduct summative assessment of project.

Fifth Quarter (July 1 - September 30)

1. Complete learning packages for each job function.
2. Evaluation of learning packages.
3. Continue to disseminate student recruitment materials.
4. Conduct completer follow up.
5. Write reports on project assessment.
6. Disseminate results to local, state, and national audiences.

APPENDIX B

TIME CARD

APPENDIX C

QUALIFICATIONS OF LAB PERSONNEL

ANNOUNCEMENT OF A FACULTY OPENING

Title of Position: Secretarial Lab Assistant

Degree: Associate degree with Secretarial major

Qualifications desired:

1. Successful experience as a secretary or as a secretarial instructor.

2. Thorough operating knowledge of office machines such as duplicating equipment, transcription units, various IBM typewriters (including automatic), adding and calculating machines, audio-visual equipment, etc.

Description of Position and Duties:

1. Available to work combination of day, evening, and Saturday hours.

2. Participate in department and division meetings.

3. See attached "Responsibilities of Business Division Secretarial Lab Assistant."

Description of Organization:

Size: Total student enrollment of 5,300. The college is accredited by the North Central Association of Colleges and Secondary Schools. The college full-time staff consists of 89 members with 13 full-time business faculty members. The 25-year-old college is in new, expanding facilities serving a suburban community of 150,000, forty miles northwest of Chicago.

Application Procedures:

Indicate by letter your interest in being considered for the position and detail your experience, background, and education appropriate to the position. Applicants should send resumes to:

Mr. Jack Gauldoni, Dean
Vocational-Technical Education
Elgin Community College
1700 Spartan Drive
Elgin, IL 60120

ELGIN COMMUNITY COLLEGE
Elgin, Illinois
Division of Business

RESPONSIBILITIES OF BUSINESS DIVISION SECRETARIAL LAB ASSISTANT

Aid the full-time secretarial lab instructor(s) in the following areas:

1. Selecting and developing audio-visual aids.
2. Developing written guides, evaluation forms, records to be used throughout the curriculum.
3. Determining equipment needs.
4. Evaluating student performance.
5. Instructing students in the use of the various machines.

Responsibilities will also include:

1. Reporting breakage, shortage, or lack of supplies or equipment to the Secretarial lab instructor(s).
2. Allowing for immediate feedback by checking papers in lab as they are completed.
3. Keeping perpetual inventory of all office supplies used in lab.
4. Keeping perpetual inventory of all instructional supplies used in lab (practice sets, workbooks, etc.)
5. Assuming responsibilities for clerical tasks such as attendance and recording of grades.
6. Keeping lab area organized at all times.

APPENDIX D

OPL UNITS

MACHINE TRANSCRIPTION

IBM BELT INTRODUCTORY SET — 465 points entire set; 15 points per belt

Minimum points allowed: 150

General introduction to machine transcription. Student must be able to type 45 wpm with 3 errors or less before beginning this unit. Student must complete beginning belts 1, 2a, 2b. After completing these three belts, student may pick and choose remaining belts to complete. A transcription test is given after completing chosen belts.

IBM BELT ADVANCED SET — 450 points entire set; 15 points per belt

Advanced training package using IBM belts. Students should definitely have prior experience with machine transcription before attempting to complete this belt package. Student should be able to type a minimum of 55 wpm with 3 errors or less. A transcription test is given after completing chosen belts

IBM 6:5 DISC - INTRODUCTORY SET — 270 points entire set

Unit 1 - 50 points
Unit 2 - 100 points
Unit 3 - 70 points

Basic introduction to machine transcription. Language arts book included to improve grammar, punctuation, spelling, etc. skills. Entire set may be completed or one of two options as indicated in unit assignment sheets.

IBM 6:5 DISC - ADVANCED SET — 300 points entire set

Throughout this course the student encounters situations typical of today's offices by assuming the role as a transcriptionist in a Word Processing Center. In this course, the student is responsible for transcription for six companies: a business information service, a department store, an insurance company, a management training institute, a manufacturing company and a radio/TV station.

Due to the variety of material on the discs, the following points have been assigned:

5 points each: Disc 2, 3, 6, 9, 12, and 35
10 points each: Discs 1, 4, 5, 7, 8, 10, 11, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 31, 32, 33, and 34
60 points total for digest contained on Discs 17, 18, 27, 28, 29, and 30
Progress checks-no point value

MACHINE TRANSCRIPTION (cont.)

SECRETARIAL PRACTICE COURSE - DICTAPHONE (Belt and Cassette) — 300 points entire set, 15 points per lesson

Minimum points allowed: 150

This course is available in both belt and cassette package. General introduction to machine transcription. Quite detailed dictation. Most punctuation is dictated. General directions given in handbook. Note: Any of the Dictaphone courses are more basic than the IBM courses. A transcription test is given after completing chosen belts or cassettes.

MEDICAL

MEDICAL SHORTHAND TAPES — 20 points per side

Student must take each medical tape in shorthand and transcribe it for 20 points. This is allowing an average of two hours per tape. These tapes are reel-to-reel and may be found in the shorthand room (B-4). Student may use 10,000 medical words as a reference.

MEDICAL TRANSCRIPTION - DICTAPHONE COURSE — 500 points entire set
20 points per lesson

Medical transcription course contains workbook and terminology flash cards as well as cassette dictation. Student should have machine transcription background before beginning unit. Student must also have previously completed medical terminology unit or simultaneously complete terminology unit. A transcription test is given after completing each cassette. Student must satisfactorily pass a Dictaphone test before taking this unit.

TYPING MEDICAL FORMS — 250 points

Self-check typing workbook of general medical forms. This is a very basic set. Student gets extensive practice in typing medical forms.

MEDICAL OFFICE PROCEDURES PRACTICE SET — 350 points

Simulated set working for two doctors. Student sets up appointments, fills out lab reports, etc. Student very much on own. Student must complete entire set for credit. Good for the student interested in working in a small medical office.

MISCELLANEOUS MACHINE UNITS

EXECUTIVE TYPEWRITER — 200 points

The executive typewriter has proportional spacing. Each letter equals a certain number of units. Student learns to use proportional spacing with the help of the IBM Belt Training Package. Students may skip justification unit on executive. Practice work is not graded--only activities required in assignment sheet.

CORRECTING SELECTRIC — 20 points

Unit contains instructions for typing manuscript copy as well as instructions on the correcting feature of the correcting Selectric. Students actually type a multiple-page manuscript using correcting key--the result? A perfect copy!

LONG CARRIAGE — 30 points

Unit contains activities to be typed on 8½ x 13 inch paper and/or 8½ x 14 inch paper lengthwise. Activites include a variety of work such as annual reports and statements.

PBX SWITCHBOARD — 30 points

On-the-job training with our college operator. Students first observe then actually get to operate switchboard. Usually takes no more than 3 hours total. Student will be evaluated by operator.

SHORTHAND

MAILABLE LETTERS TAPES — 20 points per tape

Letters on tapes must be taken in shorthand and then transcribed in mailable form (carbon copies, etc.) Notes should also be turned in with work. If addresses are not given, student should make up an appropriate address for each letter. This unit should be chosen only if student is proficient in Gregg shorthand.

GREGG SHORTHAND TEXT-KIT I* — 200 points

Self-contained text-kit provides a basic theory course. Largely self-instructional, it presents the essentials of Gregg Shorthand theory with ample practice material. The complete kit includes a text-workbook, a self-check pad, a student transcript, and six records of dictation materials. In addition, student will be expected to work on speed building tapes to build shorthand speed.

GREGG SHORTHAND TEXT KIT II* — 200 points

Self-contained program that helps student develop dictation and transcription skills. In addition, student will work on speed building tapes to build shorthand speed and practice transcription skills.

GREGG SHORTHAND REFRESHER--TAPES AND TEXT* — 300 points

Provides a quick but thorough review of the theory principles, brief forms, phrases, and high frequency words of Gregg Shorthand, Diamond Jubilee Series. Practice material is provided to help students brush up on reading and writing skills. Students work with correlated tapes as well as speed building tapes

*At the completion of each shorthand unit, student will be given a 3-minute take which will be transcribed, a theory test, and a brief form and phrase test. Student will be expected to achieve at least 80% or better.

TRANSCRIPTION SKILLS

SPELLING DRILLS FOR THE TYPEWRITER (This unit contains five tests)

PUNCTUATION DRILLS FOR THE TYPEWRITER (This unit contains six tests)

ENGLISH USAGE DRILLS FOR THE TYPEWRITER (This unit contains seven tests)

100 points per set

Units use workbooks that are programmed for the typewriter. After students type in answer and advance to the next line, the correct answer appears in the answer column. These sets are good for immediate reinforcement.

OFFICE GRAMMAR PORTFOLIO 70 points

Must do drills, self check, and take a final test.

LET'S PUNCTUATE IT RIGHT! 80 points

Unit contains rules on how to use the period, question mark, exclamation point, the many uses of a comma and the semicolon, parentheses, brackets, dash, quotation marks, apostrophe, hypen and ellipses in sentences. Worksheets are provided. A short test is given at the end of the unit.

LET'S DIVIDE IT RIGHT! 80 points

Unit contains 15 word division rules and three assignment sheets. A short test is given at the end of this unit.

LET'S SPELL IT RIGHT! 80 points

After completing this unit, student should be able to pronounce troublesome words, spell homonyms and differentiate meanings of homonyms, spell often-confused words, spell words that can be one word, two words, or hyphenated, recognize 'ei-ie' words and spell them, spell words ending in the silent e when a suffix is added, add prefixes to the beginning of words, add suffixes to the end of words, add word endings to root words and form plurals. Worksheets are provided. A short test is given at the end of the unit.

LET'S PROOFREAD AND TYPEWRITE RIGHT!

Unit designed to enable student to develop good proofreading habits while learning correct typewriting style. Includes a series of exercises that need to by typed in good format.

TYPEWRITING PRACTICE SETS

(The Typewriting Practice Sets have been grouped according to levels. The most basic begins with Level I, and the most advanced is Level IV.)

I SNOW COUNTRY (Introductory Practice Set) 200 points

In this practice set, students are employed by Snow Country Ski Equipment, Inc. and work in three different offices of the company--in the executive office with the president, the sales department with the sales manager, and in the accounting department with the accounting supervisor. Materials include a Student instruction manual for 20 jobs, business forms and four folders.

II TYPEWRITING OFFICE PRACTICE 350 points

Focused on a Nashville-based music company, TOP Music Service, Inc., this practice set contains basic typing jobs and jobs unique to the music industry. Materials include a Student Instruction Manual for 40 jobs, business forms, and five folders.

II GREAT OUTDOORS SET 500 points

Designed as a one-term course in advanced typing. Student learns about company (Great Outdoors, Inc.) by working in eight different departments; purchasing, sales, public relations, accounting, engineering, personnel, legal, and executive. A test is given at the end of this unit.

II INDIO PAPER PRODUCTS 300 points

This simulation set provides students with on-the-job experience working as a clerk-typist for the Indio Paper Co., a manufacturer of paper tableware products. An Office Procedures Manual, five daily assignment packets and supplies are provided to give students the practice they will need to perform as clerk typists. Determination of priorities, arrangement of supplies, knowledge of the work flow and decision making are emphasized.

III EXECUTIVE OFFICES OF AMERICA 350 points

This office job simulation provides students with on-the-job experience working as a secretary for the Executive Offices of America, a distributor of business office equipment. The simulation comes complete with an Office Procedures Manual, an appointment calendar, five daily assignment packets and supplies. With these materials, students will be able to simulate a secretary's position for five, six-hour days.

***All practice set work will be graded according to office standards. In some cases, a lower grade will be given for inaccurate work; in others, copy will need to be retyped before a final grade is assigned.

TYPEWRITING PRACTICE SETS (cont.)

IV EXECUTIVE TYPEWRITING 500 points

Kit consists of explanations, problem material, working papers, and programmed learning guides--content is very challenging. Student should have excellent typing skills.

***See the bottom of the previous page as to how practice sets will be graded.

TYPEWRITING REFRESHER

LENOX — 150 points

The Lenox unit includes seven jobs dealing with centering, tabulation, manuscript copy, proofreading, and letters. This unit serves as a refresher for basic production skills in typewriting.

GREGG TYPING TEXT KIT I — 200 points

Consists of 96-page programmed text, 64-page workbook, a 64-page solution key, and 16 pages of tests. Drills, exercises, and performance tests allow students to check themselves and work on their own. Students must complete entire kit. Student must have electric typewriter available for home use. Student will be expected to take timings and periodic progress checks in lab.

GREGG TYPING TEXT KIT II — 300 points

Same as Text Kit I except that it corresponds to a second-semester typing class. Must complete entire set to receive credit. Student must have electric typewriter available for home use. Student will be expected to take timings and periodic progress checks in lab.

IPM--BASIC — 10 points per lesson

Series of slides and/or cassettes that may be used by student to review basic techniques, build speed and accuracy, and increase production skills. Students must achieve goals for particular lesson to receive 10 points. Student may choose lessons to complete after consulting with lab instructor. A test is given at the end of the unit for evaluation purposes.

APPENDIX E

COURSE OUTLINE FORM

INDIVIDUAL COURSE OUTLINE--OFFICE PROCEDURES LAB

Beginning Date _____

Ending Date _____ Name _____

Unit Point Value	Name of Unit	Objectives	Pre-Test	Post-Test	Date Completed	Unit Grade

APPENDIX F

UNIT EVALUATION

Name of Unit:_____

OPL UNIT EVALUATION

Unit development and unit improvement is an integral part of the Office Procedures Lab. The unit you have just completed is one of many in the lab. We are constantly striving to improve the offerings in the lab. However, your help is needed to do this.

Please read each item carefully and circle your response. Some of the questions may not apply to the unit you completed. Please skip these questions.

Since we are interested in your FRANK evaluation of the unit, please DO NOT write your name on this sheet but please DO be HONEST in your evaluation. Indicate the title of the unit in the upper right-hand corner.

Finally, a section is provided for any additional comments, criticisms, and suggestions you may care to make with respect to the unit.

EXAMPLE: THE UNITED STATES IS IN NEED OF A NATIONAL HEALTH PROGRAM. (YES) NO

Please put the completed evaluation form in the box provided on the counter.

OBJECTIVES

1. The objectives were very clearly stated. YES NO
2. The materials presented were related to the objectives. YES NO
3. I feel that the stated objectives for this unit were achieved. YES NO

WRITTEN MATERIALS (Guides, handouts, workbooks, practice sets, etc.)

4. The written material was clearly presented. YES NO
5. The written material was brief and to the point. YES NO
6. The study guide was well synchronized with other materials. YES NO

VISUALS (photos, charts, and diagrams)

(If there were no visuals in this unit, please skip questions 7-9)

7. In general, the visuals were of excellent quality (clarity). YES NO
8. The visuals were smoothly presented and integrated within the sequence of the unit. YES NO
9. The visuals were effective in contributing to my understanding of the subject matter. YES NO

EQUIPMENT

10. In general, the equipment was smoothly presented and integrated within the sequence of the unit. YES NO
11. The use of the equipment was effective in contributing to my understanding of the subject matter. YES NO
12. The equipment was in good working condition. YES NO

AUDIO (Cassette, etc.)
(If an audio presentation was not included in this unit, please skip questions 13-17)

13. Voice quality was clear. YES NO
14. Speaker's mood was very enthusiastic. YES NO
15. Instructions were clear and easy to follow. YES NO
16. Instructions for exercises/activities were adequately explained for my knowledge of the topic. YES NO
17. Pacing (advancement) was about right. YES NO

GENERAL

18. I found this unit interesting. YES NO
19. The unit was organized. YES NO
20. This unit was relevant to my interests. YES NO
21. This unit contributed to my overall objectives for taking Office Procedures Lab. YES NO

GENERAL COMMENTS: Answer any or all of the following questions.

22. List any items you feel should be dropped from the unit and why.

23. List any items which you feel should be included in the unit but are not.

24. Our units are designed to allow you to progress at your own rate with minimal supervision. Were you able to do so? If not, please comment.

25. Anything special you would like to say? Please feel free to write your comments below.

APPENDIX G

UNIT GRADE SHEET

UNIT GRADE SHEET

AME _____ CURRENT DATE _____

me of Unit _____

t of work completed and attached:

STUDENT EVALUATION

Please grade yourself accordingly on each of the following:

Attainment of Objectives _____

Ability to Follow Directions _____

Ability to Work on Own _____

Quality of Work _____

Quantity of Work _____

INSTRUCTOR EVALUATION

Grade will be based on the following:

Your own evaluation.
Actual quantity and quality of work you completed.
Whether or not you achieved your objectives.
Personal Qualities (Your ability to plan your own work and organize your own time.)

Grade_____ Instructor's Initials_____

E CHECK "YES" OR "NO" TO INDICATE THAT YOU HAVE
YOUR UNIT GRADE AND AGREE WITH IT.

YES ☐ NO ☐

APPENDIX H

OPL PROCEDURES MANUAL

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W E L C O M E

As you will soon discover, Office Procedures Lab is quite different from any of your other courses. It is a totally individualized lab. You will be allowed to improve the skills and abilities you feel you need to improve as well as to develop new ones. Lab personnel will discuss an individual course outline with you that you will follow during the semester. It may include anything from typing to accounting to shorthand to filing to? It will all be up to you.

The lab is open to you at all times during normal building hours--Monday through Friday, 8 a.m. to 9:45 p.m. and Saturday, 8 a.m. to 12 Noon. Summer hours will differ: Please check bulletin board in lab area.

You will not be required to furnish your own supplies. Instead a lab fee is charged to all SEC 120 and SEC 121 students. This fee is used to purchase all supplies you may need during the semester. This includes workbooks and practice sets as well as stationery, erasers, and other miscellaneous supplies.

This manual has been designed to enable you to be more organized during your stay in the lab. If you read it carefully and refer to it frequently, your goals will, hopefully, be achieved more efficiently.

Remember, if you have any questions, please ask the lab personnel.

GENERAL INFORMATION AND PROCEDURES

Length of Course. You may complete the course anytime within the 16-week period allotted. This means you may register for SEC 120 and SEC 121 anytime during the normal school calendar. Your first day's attendance begins the Monday following your registration. (note: vacations are not included as part of your 16 weeks.)

If you do not complete the requirements within the 16 weeks, you may elect to receive a grade based on the number of units completed or register again for SEC 120 - 121 and pay all tuition and fees.

Class Attendance. Remember, the lab is a totally individualized course. This means that you may attend class anytime during the scheduled hours. Always check the bulletin board for any changes in lab hours due to holidays or vacations. You may finish the course in less than the normal 16 weeks by completing the necessary units to obtain 500 points. If you plan to complete the course in the 16-week period, you should average 3-5 hours a week in the lab.

Check-In/Check-Out Procedure. At the far end of the lab area you will find a time clock and a time card rack with time cards. There is a set of cards with your name and course on them.

Each time you enter the lab you are to take a card and punch in on the time clock. After you punch out, have your card initialed by one of the lab personnel. Then deposit it in the boxes provided. You must have your card initialed or you will not receive credit for the time spent in the lab.

The data center will process the cards weekly. The lab personnel will receive a weekly printout indicating the hours you spent in the lab. This will be used to evaluate your progress.

(Note: If you are also enrolled in Typing 101, 102, 103 or 104 and/or Shorthand 111, 112, 113, or 114, there may be an additional set of cards for you. This depends on your instructor. Check with lab personnel. When you work in the lab for these classes, be sure to use the correct time cards. These cards must be initialed by lab personnel.

On-Going and Permanent Folders. Each lab student has two folders--an on-going folder and a permanent folder. The on-going folder is to be used by the student on a daily basis. These folders are kept in the file cabinet in the lab area. Check with the lab personnel if you have any questions regarding their location.

If you want your work checked, insert it in your on-going folder and put the folder in the plastic trays provided. Please note that folders left in the drawer will not be checked. It is your responsibility to periodically have your work checked by lab personnel. Once your work is corrected, your folder will be returned to the on-going file cabinet. When you complete a unit, you are required to fill out a Unit Evaluation Sheet and Unit Grade Sheet. Check the forms section for details

A unit is not considered complete until a final grade has been assigned and ok'd by the student and the instructor and placed in the student's permanent folder.

GENERAL INFORMATION AND PROCEDURES (continued)

When you complete a unit and you have seen the unit grade, it will be filed in your permanent file. This will keep your on-going folder from becoming unmanageable. At the completion of the course, all work (excluding the grade sheets, evaluation and tests sheets) will be returned to you.

As units are updated, there will be additional opportunities for you to self-check your work. This will give you immediate feedback as to your progress. After self-checking your work, please write "self-checked" and the date on the work so when you turn in your on-going folder the lab personnel will know you have done so. Instructions to self-check work will be given specifically on the assignment sheets. Tests will then be given at the end of the unit to determine your competency level and will be graded by lab personnel.

Excessive Absences. If you have neglected working in the lab for a lengthy period of time (a two-to-three week period), you will be contacted. Unless there is a very good reason for your excessive absence, you will be requested to drop the course. It is to your advantage to attend on a regular basis.

Grades. If you do not complete the requirements within the number of weeks assigned, you may elect to receive a grade based on the number of units completed or register again for the same course. At that time you will be given a "W" grade for the original course.

Grades are issued at the end of each session--in December, May and August. If you have not completed the course requirements at the time grades are issued, you will receive an "I" (Incomplete) grade. The "I" will be changed to an "A,B,C,D or E" grade when you complete the course. This grade will automatically become part of your permanent records at that time.

PLEASE NOTE: Students that do not complete work satisfactorily on a scheduled basis will be contacted and asked to meet certain requirements. If the students continue to work unsatisfactorily, they will automatically be dropped with a "W" up to the 10 week drop period and a "WF" after.

AVAILABLE MATERIALS

Units. Instructional units are available from the lab personnel for many of the machines. Others are located in the filing cabinet in the lab area.

Supplies. All stationery supplies are located in one of the black cabinets in the counter area. All small miscellaneous supplies, with the exception of some duplicating supplies, are also located in the materials center.

Reference Books. A number of books have been supplied with pockets and cards. These are located in B-6. These books may be checked out at any time during the semester by lab students. Please request them from lab personnel. The books, pamphlets, and sets are divided into approximately 10 categories as follows:

1. Procedures--secretarial and clerical
2. Typing
3. Shorthand
4. Business English & Communications
5. Records Management
6. General Reference Books
7. Medical Field
8. Legal Field
9. Technical Field
10. Educational Field

When checking out books and units, fill in your name and current date on the card in the book pocket.

When you return the unit or book, be sure to give it to the lab personnel. She will replace the card and return it to the shelf. This will relieve you of all responsibility for the materials you have checked out.

Caramates and Coscos. The Caramates and Coscos are sound/slide units that utilize cassette tapes and slides. A few instructional units have been developed. They will enable you to learn the mechanics of a machine without the help of the lab personnel. Any units utilizing the Caramate or Cosco will indicate this on the project materials. You will need to request the equipment from the lab personnel.

Cassette Tape Copier. We have available a cassette tape copier. If you wish, you will be issued a cassette at the beginning of the semester that we use to copy tapes for home practice of shorthand, typing, etc. So that we do not violate copyright laws, however, we will only copy on Office Procedures Lab cassettes. In other words, we will copy over old material each time. This eliminates anyone building their own tape library which is against the copyright laws. Your cassette must be returned at the completion of the course. PLEASE NOTE: Your grade will be withheld until it is turned in.

MIMEOGRAPH ROOM

In this room (B-7) you will find up-to-date equipment as well as many of the supplies you will need to become proficient in the use of duplicating equipment.

Equipment

Manual & Electric Spirit Duplicators (Ditto Machines). These machines use the fluid process of duplicating. Fluid contacts the analine dye and results in the purple image you see on "school tests."

Mimeograph. Copy is obtained by "cutting" a stencil which permits ink to come through in order to duplicate black-on-white copies. Copy is more professional looking than "ditto."

Offset Press. Copy is obtained quite differently than the other processes. However, it is the most professional looking of the ones mentioned here.

3-M Secretary. A number of operations may be performed on this versatile machine--Single copy, transparencies, thermal masters, thermal stencils, and lamination.

Minolta Copier. This machine is capable of making single copies only. However, it will copy originals that are colored while the 3-M can only copy black-on-white originals. Both machines produce only black-on-white copies.

Supplies

All supplies for duplicating are stored in this room:

Duplicator, mimeograph, and offset paper
Spirit masters
Stencils
Razor blades
Styli
Offset masters
Thermal masters & stencils
Thermofax paper
Transparencies
Miscellaneous materials needed to operate machines

Note: Please remember to return all materials when you are through each day. There are many other lab students needing the same materials.

If you are not able to find something, please check with lab personnel. They are in the lab to help you.

MIMEOGRAPH ROOM (continued)

Storing Stencils and Masters.

Bulletin boards have been placed near each machine. If you type a stencil or master and are not able to run it, tack your master on the appropriate bulletin board. Be sure your name is written on it and that you tack it carefully. It is best to put a plain sheet of paper over it to serve as a protective cover.

OFFICE PROCEDURES LAB 120

Course Outline

A. DESCRIPTION

1. Individual work to improve present skills, if needed and/or to learn new skills. Units may include Dictaphone and IBM transcribing machines; spirit, stencil, and offset duplicating; shorthand speed maintenance; composition of business letters; typing advanced projects; and experience on the "Call Director." Special units may be designed for individual needs.

2. Credit: 3 semester hours (Student must complete a variety of units totaling 500 points.)

B. OBJECTIVES

Objectives will be determined separately for each student based upon individual needs as indicated by present levels of skill development and extent of work experience.

Objectives might include, but are not limited to, the following:

1. To transcribe material easily and accurately from a transcribing machine.

2. To type spirit masters and reproduce mailable copies using both the manual and electric spirit duplicating machines.

3. To prepare stencils by typing and to reproduce mailable copies using the mimeograph machine.

4. To type masters and reproduce mailable copies on the offset machine.

5. To become familiar with the use and operation of a photo-copy machine.

6. To become familiar with several different models of typewriters, both manual and electric.

7. To produce mailable statements and tabulations on the long-carriage typewriter.

8. To type address labels rapidly and accurately.

9. To reacquire and maintain shorthand speed previously developed.

OFFICE PROCEDURES LAB 120-Course Outline

11. To refine transcription skills, such as English grammar, punctuation, spelling, word division, word usage, typing style, and proofreading.

12. To compose business letters easily and transcribe them into mailable form.

13. To chain feed envelopes, complete common office forms and perform other typing projects rapidly and accurately.

14. To follow instructions as given in practice sets or by instructors providing on-the-job experience.

15. To handle calls on the "Call Director" properly and to take and give telephone messages accurately.

C. COURSE CONTENT

Course content will be individually tailored to fulfill the objectives established for each student. It may include, but is not necessarily limited to, the following areas:

1. Office Practice
   Transcribing machines; stencil and offset duplicating; use of various typewriters, including the Executive, long carriage, correcting Selectric, and Selectric II, and the proper use of the telephone.

2. Transcription Skills
   English grammar, punctuation, spelling, word division, word usage, typing style, and proofreading.

3. Typing Skills
   Experience in typing business letters, statements, envelopes, labels, office forms, and other typing jobs commonly performed in a business office.

4. Shorthand Skills
   Reacquisition and maintenance of shorthand speed and production of mailable letters.

5. Developing responsibility and initiative
   Through ability to assist in developing individual objectives and course content, ability to work on his own, ability to follow instructions, ability to improvise when necessary, and ability to get along with instructors and fellow students.

OFFICE PROCEDURES LAB 120-Course Outline

D. MATERIALS OF INSTRUCTION

1. Required of student:

   a. None, as materials needed may differ for each student.
   b. A lab fee will be charged to cover cost of materials provided for student use.

2. Equipment available to students:

   a. Manual, electric, and automatic typewriters.
   b. Typing pacer.
   c. Manual and electric spirit duplicators.
   d. Electric Mimeograph.
   e. Offset duplicator.
   f. Photo-copy machines.
   g. Dictaphone and IBM transcribing units.
   h. Multiple-channel dictation laboratory.
   i. Call Director, PBX.
   j. Cosco sound-slide projector.
   k. Caramates.
   l. Individual cassette players.
   m. Overhead projector.

3. Materials available to students:

   a. All stationery, envelopes, and other consumable supplies required by student.
   b. Necessary texts, reference books, and practice sets.
   c. Workbooks in individual areas.
   d. Business letter dictabelts, tapes, and discs.
   e. Cassette tapes for shorthand speed development maintenance and for practice in producing mailable letters.
   f. Slides and tapes for improving typing speed and accuracy.
   g. Reel to reel tapes for legal and medical shorthand transcription.

E. METHODS OF PRESENTATION

1. Written instructions
2. Audio presentations
3. Sound/slide presentations
4. Individual conferences with student

F. EVALUATION

Will be based upon the student's ability to produce mailable material using different types of equipment and upon how well the student fulfills his/her individual course objectives. The student will be kept aware of his/her standing during the 16-week period.

OFFICE PROCEDURES LAB 121

Course Outline

A. DESCRIPTION

1. Individual work to refine skills already possessed. Students may select an area of specialization--general business, medical, legal, technical, or executive--and do additional work in typing, shorthand, dictaphone, and duplicating in this specialized area.

2. Prerequisites: Student must have previously taken Office Procedures Lab 120

3. Credit: 3 semester hours (500 lab points)

B. OBJECTIVES

Objectives will be determined individually depending upon the area of specialization selected and the particular skills to be developed.

Objectives might include, but are not limited to, the following:

1. To become familiar with the specialized terminology--spelling, meaning, and correct usage--in the chosen area of specialization.

2. To become adept at shorthand outlines covering the specialized terminology in the chosen area.

3. To be able to transcribe from shorthand notes in an approved form and with all terms used properly and spelled correctly.

4. To be able to take dictation in the chosen area at a rate of at least 100 wam.

5. To be able to transcribe material pertaining to the chosen area from a dictabelt in an approved form and with all terms used properly and spelled correctly.

6. To become familiar with the common forms used in the chosen area.

7. To be able to complete rapidly and accurately forms commonly used in the chosen area.

8. To become familiar with office procedures common to the chosen area.

OFFICE PROCEDURES LAB 121-Course Outline

9. To refine reproducing skills, previously acquired.

10. To maintain typing speed previously acquired.

11. To maintain shorthand speed previously acquired.

12. To further refine transcription skills, such as English grammar, punctuation, spelling, word division, and word usage, typing style, and proofreading.

13. To become acquainted with the operation of the PBX switchboard.

14. To produce mailable copy on an automatic typewriter such as the IBM Mag-Card and IBM Memory.

C. COURSE CONTENT

Course content will be individually tailored to fulfill the objectives established for each student. It will include, but not be limited to, work in one of the following areas of specialization.

1. General Business

2. Medical

3. Legal

4. Technical

5. Administrative

6. Educational

Work in the area of specialization would involve the use of one or more of the following media in that area: workbooks, dictabelts, tapes, records, textbooks, and reference books. In addition to utilizing the above, activities would include the refinement of typing, shorthand, and reproducing skills through work in the chosen area of specialization. Additional work may be done in the areas covered in Lab 120

D. MATERIALS OF INSTRUCTION

1. Required of student:

a. None as materials needed will differ for each student.

b. A lab fee will be charged to cover cost of materials provided for student use.

OFFICE PROCEDURES LAB 121-Course Outline

2. Equipment available to students

   a. Manual and electric typewriters.
   b. Specialized typewriters (Executive, Correcting Selectric, long-carriage, Selectric II).
   c. Typing pacer.
   d. Manual and electric spirit duplicators.
   e. Electric mimeograph.
   f. Offset duplicator.
   g. Photo-copy machines.
   h. Dictaphone and IBM transcribing and dictating units.
   i. Call Director.
   j. Multiple-channel dictation laboratory.
   k. Cosco sound-slide projector.
   l. Caramates.
   m. Overhead projector.
   n. PBX Switchboard.
   o. Cassette players.

3. Materials available to students

   a. All stationery, envelopes, and other consumable supplies required by students.
   b. Necessary text and reference books.
   c. Workbooks in specialized areas.
   d. Dictaphone belts and cassettes in the medical and legal fields.
   e. Dictabelts, tapes, records and discs for use in the general business and executive areas.
   f. All other materials available in Lab 120.

E. METHODS OF PRESENTATION

   1. Written instructions.
   2. Audio presentations.
   3. Sound-slide presentations.
   4. Individual conferences with students.

F. EVALUATION

Will be based upon the student's ability to produce mailable material in the chosen area of specialization and upon how well the student fulfills his/her individual course objectives. The student will be kept aware of his/her standing during the 16-week period.

PLANNING AN INDIVIDUAL COURSE OUTLINE FOR LAB 120 AND LAB 121

COURSE OUTLINE--POINT VALUE

1. Review the suggested outlines and the options available. Suggested outlines are on page 15 to page 21 . These may be used as guidelines in planning your own outline. You will also want to check the section which includes a description of all units and their corresponding point value.

2. Decide on the units which you want and/or need to complete. With some units you will need to decide whether you wish to complete the entire package or just a portion. For example: The IBM Belt Machine Transcription unit consists of 450 points. Individual belts are worth 15 points each.

3. The units in lab have all been assigned a point value. You should design your outline so that it totals 500 points.

   Since we have the point value, it is unnecessary to think in terms of hours spent in the lab. You may spend as few or as many hours within the 16 weeks as it takes you to complete the units you have selected.

4. Make a rough draft of the course outline which you would like to follow in Lab 120 or Lab 121 using the Individual Course Outline form.

5. Discuss the rough draft of your outline with the lab personnel and finalize it.

6. Type two copies of the agreed upon course outline. Give one to the lab personnel and keep the other in your on-going folder. The other copy will be filed in your permanent file kept by the lab personnel.

PLEASE NOTE: UNITS NEED NOT BE LISTED IN THE ORDER YOU WISH TO COMPLETE THE

REVISING COURSE OUTLINE

Your individual course outline should be evaluated periodically and revised if necessary. You may find that you are more or less proficient in certain areas than you thought.

All revisions must be discussed with and approved by the lab personnel.

It is the student's responsibility to take the initiative in revising his or her course outline. It should be accurate at all times.

USE OF EQUIPMENT

Machines will be assigned on a first-come, first-serve basis. It may be necessary for you to adjust your schedule so that you can work in the lab other than "peak" hours (8 a.m.-1 p.m., Monday through Friday).

INDIVIDUAL COURSE OUTLINE--OFFICE PROCEDURES LAB

Beginning Date _____

Ending Date _____ Name _____

Unit Point Value	Name of Unit	Objectives	Pre-Test	Post-Test	Date Completed	Unit Grade
150	Lenox Set					
200	Executive Typewriter					
30	Long Carriage Typewriter					
20	Correcting Selectric					
100	IPM Typing Tapes					

SAMPLE OUTLINE

Main Interest in Typing and Becoming Familiar with Various Typewriters

INDIVIDUAL COURSE OUTLINE--OFFICE PROCEDURES LAB

Beginning Date _____

Ending Date _____ Name _____

Unit Point Value	Name of Unit	Objectives	Pre-Test	Post-Test	Date Completed	Unit Grade
150	Lenox Set					
100	Spelling Drills for the Typewriter					
200	Office Filing Procedures Practice Set					
20	Call Director					
30	Long Carriage Typewriter					

SAMPLE OUTLINE

Person with Typing Background, but would like a Refresher in Office Work

INDIVIDUAL COURSE OUTLINE--OFFICE PROCEDURES LAB

Beginning Date _____

Ending Date _____ Name _____

Unit Point Value	Name of Unit	Objectives	Pre-Test	Post-Test	Date Completed	Unit Grade
300	Machines Office Practice					
30	Ten-Key Adding Machine					
20	Call Director					
50	OPL Filing Unit					
30	PBX Switchboard					
30	Long Carriage Typewriter					
40	Gregg IPM Typing Review Tapes					
						90
89						

SAMPLE OUTLINE

Clerical Refresher Emphasis

INDIVIDUAL COURSE OUTLINE--OFFICE PROCEDURES LAB

Beginning Date _____

Ending Date _____ Name _____

Unit Point Value	Name of Unit	Objectives	Pre-Test	Post-Test	Date Completed	Unit Grade
180	Shorthand Speed Building Tapes					
120	Dictation-Transcription Procedures					
200	Gregg Shorthand Text-Kit 1					
91						92

SAMPLE OUTLINE

Shorthand Refresher and Speed Building

INDIVIDUAL COURSE OUTLINE--OFFICE PROCEDURES LAB

Beginning Date _____

Ending Date _____ Name _____

Unit Point Value	Name of Unit	Objectives	Pre-Test	Post-Test	Date Completed	Unit Grade
350	Medical Office Procedures Practice Set					
250	Typing Medical Forms					

INDIVIDUAL COURSE OUTLINE--OFFICE PROCEDURES LAB

Beginning Date _____

Ending Date _____ Name _____

Unit Point Value	Name of Unit	Objectives	Pre-Test	Post-Test	Date Completed	Unit Grade
500	Medical Transcription-Dictaphone Course					

SAMPLE OUTLINE

Medical Transcription

95

9

INDIVIDUAL COURSE OUTLINE--OFFICE PROCEDURES LAB

Beginning Date _____

Ending Date _____ Name _____

Unit Point Value	Name of Unit	Objectives	Pre-Test	Post-Test	Date Completed	Unit Grade
50	Cregg IPM Typing Review Tapes					
100	Clerical Office Typing Practice Set Lap 1					
200	Gregg Typing Text-Kit 1					
150	Proofreading					

SAMPLE OUTLINE

Typing Skills Refresher

-21-

97

98

UNIT GRADE SHEET

AME _____ CURRENT DATE _____

me of Unit _____

n of work completed and attained:

STUDENT EVALUATION

Please grade yourself accordingly on each of the following:

Attainment of Objectives _____

Ability to Follow Directions _____

Ability to Work on Own _____

Quality of Work _____

Quantity of Work _____

INSTRUCTOR EVALUATION

Grade will be based on the following:

Your own evaluation.
Actual quantity and quality of work you completed.
Whether or not you achieved your objectives.
Personal Qualities (Your ability to plan your own work and organize your own time.)

Grade_____ Instructor's Initials_____

GE CHECK "YES" OR "NO" TO INDICATE THAT YOU HAVE
YOUR UNIT GRADE AND AGREE WITH IT.

YES ☐ NO ☐

EVALUATION

All units scheduled on your course outline must be completed. If you cannot follow your course outline, you must revise it. If you do not make any changes in your course outline, you will be held responsible for the units which you originally scheduled.

As you complete any part of a unit, you are to turn it in to the lab personnel. You are not to hold papers until an entire unit is completed. In other words turn your work in on a daily basis. Be sure to indicate the unit name and assignment number in the upper right-hand corner of each paper. The lab personnel will check each paper in your folder. No grade will be put on these papers by the lab personnel--errors are merely indicated. However, papers will be marked "M" for mailable or "U" for unmailable as an indication of how serious the errors were. If you do not understand why a paper is marked as it is, please ask about it.

You may redo any work with which you are not satisfied after it has been checked. The only penalty for redoing it is the extra time which it takes. After a piece of work has been redone, it is to be turned in to be checked by the lab personnel with the original work attached.

If a student does not perform satisfactorily on a quiz, test or exam, he or she may elect to retake the exam. After you discuss the test with one of the lab personnel, you must wait at least 48 hours before the retake.

When a unit is completed to your satisfaction, and all papers in that unit have been checked by the lab personnel, you are to fill in a Unit Grade Sheet and then turn in the entire unit--with the grade sheet attached to the top of it--in to the lab personnel who will look it over and either accept your grade or change it. Any changes will be discussed with you. Be sure to fill in your own grade on the Unit Grade Sheet. After you have seen your grade, please check the space provided at the bottom of the grade sheet indicating your acceptance or rejection of assigned grade.

A completed Unit Evaluation Sheet must accompany the unit when it is turned in or it will not be graded.

FORMS

All forms may be found on the filing cabinet in the lab area (B-9).

INDIVIDUAL COURSE OUTLINE

This form has been explained in the section on preparing an Individual Course Outline. Remember it is to be typewritten in duplicate.

UNIT GRADE SHEET

This form must be attached to the top of your completed unit. Please fill out this form using a typewriter. Completed units will not be accepted without this form attached and filled out correctly. Note: You are to complete the grade section. The lab personnel will verify the grade you have assigned the unit. Differences will be discussed. At the bottom of the form you are to indicate that you have seen your grade and agree with it. Please be sure to check it after you have seen your grade.

UNIT EVALUATION SHEET

It is necessary to complete one of these upon the completion of a unit. Please be completely honest. Your well-thought out response may result in the improvement of the lab.

Name of Unit: _____

OPL UNIT EVALUATION

Unit development and unit improvement is an integral part of the Office Procedures Lab. The unit you have just completed is one of many in the lab. We are constantly striving to improve the offerings in the lab. However, your help is needed to do this.

Please read each item carefully and circle your response. Some of the questions may not apply to the unit you completed. Please skip these questions.

Since we are interested in your FRANK evaluation of the unit, please DO NOT write your name on this sheet but please DO be HONEST in your evaluation. Indicate the title of the unit in the upper right-hand corner.

Finally, a section is provided for any additional comments, criticisms, and suggestions you may care to make with respect to the unit.

EXAMPLE: THE UNITED STATES IS IN NEED OF A NATIONAL HEALTH PROGRAM. (YES) NO

Please put the completed evaluation form in the box provided on the counter.

OBJECTIVES

1. The objectives were very clearly stated. YES NO
2. The materials presented were related to the objectives. YES NO
3. I feel that the stated objectives for this unit were achieved. YES NO

WRITTEN MATERIALS (Guides, handouts, workbooks, practice sets, etc.)

4. The written material was clearly presented. YES NO
5. The written material was brief and to the point. YES NO
6. The study guide was well synchronized with other materials. YES NO

VISUALS (photos, charts, and diagrams)

(If there were no visuals in this unit, please skip questions 7-9)

7. In general, the visuals were of excellent quality (clarity). YES NO
8. The visuals were smoothly presented and integrated within the sequence of the unit. YES NO
9. The visuals were effective in contributing to my understanding of the subject matter. YES NO

EQUIPMENT

10. In general, the equipment was smoothly presented and integrated within the sequence of the unit. YES NO
11. The use of the equipment was effective in contributing to my understanding of the subject matter. YES NO
12. The equipment was in good working condition. YES NO

AUDIO (Cassette, etc.)
(If an audio presentation was not included in this unit, please skip questions 13-17)

13. Voice quality was clear. YES NO
14. Speaker's mood was very enthusiastic. YES NO
15. Instructions were clear and easy to follow. YES NO
16. Instructions for exercises/activities were adequately explained for my knowledge of the topic. YES NO
17. Pacing (advancement) was about right. YES NO

GENERAL

18. I found this unit interesting. YES NO
19. The unit was organized. YES NO
20. This unit was relevant to my interests. YES NO
21. This unit contributed to my overall objectives for taking Office Procedures Lab. YES NO

GENERAL COMMENTS: Answer any or all of the following questions.

22. List any items you feel should be dropped from the unit and why.

23. List any items which you feel should be included in the unit but are not.

24. Our units are designed to allow you to progress at your own rate with minimal supervision. Were you able to do so? If not, please comment.

25. Anything special you would like to say? Please feel free to write your comments below.

APPENDIX I

NEWSPAPER ARTICLES

ECC increases business labs

To help meet the needs of secretarial students who find it difficult to attend regularly scheduled classes, this fall Elgin Community College is increasing the number and variety of courses which will be taught on an individualized basis.

In addition to office procedures lab and business machines classes, most sections of typing (SEC 101, 102, 103, 104) will now be open-lab classes. Students are allowed to work at their own speed at a time convenient for them. The lab is open from 8 a.m. to 9:45 p.m. during the week and from 8 a.m. to noon on Saturdays. Lab personnel are available in the lab from 8 a.m. to 9:45 p.m. weekdays and from 8 a.m. to noon on Saturdays.

Enrollment will be taken at the beginning of the semester for the individualized typing classes. However, students may complete the requirements for three credit hours in any length of time up to 16 weeks. Several sections of typing will also be offered in the traditional structured format.

Enrollment will be taken at any time for the office procedures lab and business machines with students having up to 16 school weeks to complete the course requirements.

Office procedures lab (SEC 119, 120, 121) is designed to allow students to work on the skills they wish to master in a variety of areas. Instead of following a structured curriculum, each student designs a course outline with guidance from the lab instructor. Instruction is available in the legal and medical areas, in secretarial accounting, in refresher grammar, punctuation, and other office areas. It is possible to learn updated office procedures, master new equipment or brush up on typing or shorthand skills. SEC 120 and SEC 121 are three-hour courses. SEC 119 is a one-hour, two-hour, or three-hour course depending on the number of skills the student wishes to master.

Business machines (SET 103) is designed to develop proficiency in the use of the electronic display calculator, the printing calculator, the electronic printing calculator, the 10-key adding machine, and the full keyboard adding machine. Final exams are given as the assignments on each machine are completed.

For more information on these or any other credit or non-credit courses, call the ECC registration center at 697-1000, ext. 230.

Choose your area of study.
Design your own course.
Set your own schedule.

Improve present skills...
Learn new skills...

Calculating Machines
Payroll
Automatic Typewriters
Composition Skills
Duplicating Machines
Filing
Legal, Medical, Educational, Technical
Machine Transcription
Refresher Typing
Refresher Shorthand

Register any time during the school year.

Open 8:00 AM - 9:45 PM
Monday through Friday
8:00 AM - NOON Saturdays

Telephone (312) 697-1000 Ext. 347

Register Now!

Elgin Community College / Office Procedures Lab

8 Daily Courier-News, Elgin, Ill., Monday, August 16, 1976

Secretarial program at ECC

Individualized study offered

To help meet the needs of people who cannot attend class at a designated hour, Elgin Community College's business division is now offering an individualized lab course in the secretarial area.

The course is designed to allow students to work at their own speed at a time convenient for them on the skills they wish to master.

Because the lab is open and an instructor or assistant is available from 8 a.m. to 10 p.m. Monday through Friday and from 8 a.m. until noon on Saturday, students may come in for instruction at a time most convenient for them.

Instead of following a structured currilculum, each student designs a course outline with guidance from the lab instructor to meet his or her own needs.

The course is not designed as a beginning typing or shorthand class, but it is possible for students to brush up on these skills and increase speed. Instruction is also available in legal and medical areas, in secretarial accounting, and in refresher grammar and punctuation. It is possible to learn updated office procedures or master new equipment, such as the automatic typewriter, the executive typewriter, offset press, the dictaphone or calculator. No one is expected to repeat something he has already mastered.

Registration for the course is now open on a continuous basis. Students may register at any time, not just at the beginning of the semester. They will be given up to 16 weeks to complete the requirements for three hours credit. However, by spending more time in the lab, the course may be completed in as short a time as two or three weeks.

The cost to district residents is $12 a semester hour plus fees.

The course, which will be taught by Sahron Fisher and two assistants, is being offered for the first time under an $85,000 grant from the U.S. Department of Health, Educational Welfare. Aprroximately one-half of the money will be used for the development of new materials for individualized instruction.

According to Mrs. Fisher, this is the first step in the business division's plan to offer more secretarial courses on an individualized basis.

For more information, call ECC, ext. 347 or 225.

APPENDIX J

BROCHURE

office procedures lab...

Individualization makes it unique.

Office Procedures Lab is a unique course designed to help you increase your knowledge and skills in all areas of office work. The course is individualized in three ways to meet your needs—registration, class scheduling and course content.

If you have some typing ability and initiative, we can offer you a wide choice of skills to widen your horizons as well as strengthen the skills you may already possess.

If you are *looking for a job*, there's no question that training and experience in as many areas as possible will improve your chances as well as increase your selection. *Improving your skills* in such basic areas as typing and shorthand can make the difference in whether or not you get an interview.

Business Machines

Shorthand

Possibly you haven't worked in an office for a while and want to *refresh your skills*. You used to take shorthand and type some, but that was how long ago? You're not sure you can do it anymore. You can start where you left off with our refresher typing and refresher shorthand units. You might be surprised how well you can do, and how much a little practice and training will help. While you're at it, you might pick up some *new skills* such as machine transcription or learn to operate some of the great new office machines businesses are using these days.

How can we do all this for you? Easy. Students write their own course outline. It's unique—it's individualization!

If you are working, or have a family, or both, where are you going to find the time to go to school? It's too late to register now anyway. Right?

Wrong! You can register any time during the school year. The course is offered continuously and you can complete it in the full 16 weeks or in as little as 4 weeks. It is all up to you.

Typing

You can do that because the lab is open 73 hours a week, including Saturday, and you can come in any time you have the time from 8:00 a.m. til 9:45 p.m. weekdays, and from 8:00 a.m. til noon on Saturdays.

We call it variable entry-variable exit. Students are calling it wonderful!

opl units:

1. Refresher Typing and Shorthand
2. Machine Transcription
3. Records Management
4. Spelling
5. Punctuation
6. English Grammar
7. Word Division
8. Word Usage
9. Proofreading
10. Word Processing
11. Business Machines
12. Letter Writing Skills
13. Dictating
14. Statistical Typing
15. Job Application
16. Receptionist Review
17. Legal
18. Medical
19. Executive
20. General Office
21. Technical
22. Educational

Lab Hours—73 hours a week.
Monday through Friday; 8:00 am to 9:45 pm.
Saturday: 8:00 am to 12 noon except school holidays and summer months.

Continuous registration for Office Procedures Lab is in effect during the college year.*
*(The college year consists of two sixteen week semesters with a summer session.)

Elgin Community College is located at 1700 Spartan Dr. in southwest Elgin and is readily accessible via McLean Blvd. or Randall Rd. south of the Rt. 20 Bypass.

THE COLLEGE DISTRICT, #509, serves the residents of School Districts U-46, 300, 301, and 303.

OVER 6,000 STUDENTS attend the college each semester. Age has proven to be no barrier to education with the majority of students over the age of 25. Approximately half of our students are married and over two-thirds are employed either full-time or part-time.

INSTRUCTION is offered in Transfer Liberal Arts and Sciences, Technical-Vocational Education, General Studies, and Development Studies. Out-of-the-ordinary activities, both credit and non-credit, are offered through Community Services. For the convenience of all students, classes are offered both during the day and the evening and students may attend full-time or part-time.

TUITION is based on a student's legal place of residence and charged on a per-semester hour rate:

	Per semester hour
In-district	$12.00*
Out-of-district	$40.41*
Out-of-state	$60.66*
Audit	Same as above

* Subject to change

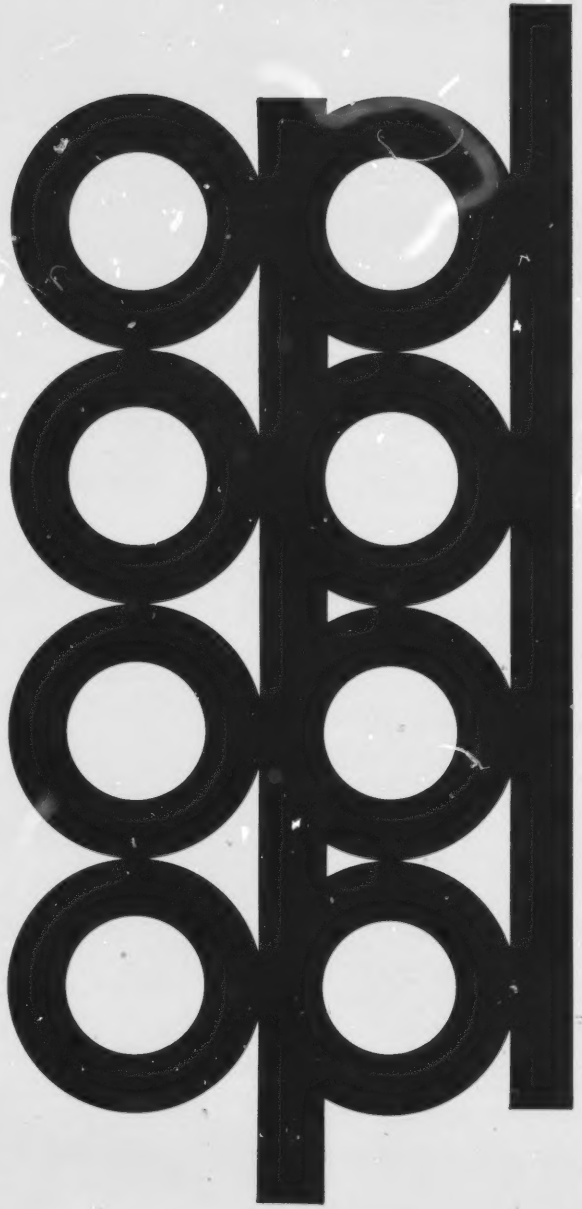
FINANCIAL AID is available and usually awarded on the basis of need. Persons seeking assistance should contact the Office of Financial Aids and Placement at (312) 697-1000 Ext. 295.

ADMISSION to the college is open to any student who has a high school diploma or a GED certificate or does not have a diploma or GED certificate but has been out of school for at least one full year. Call (312) 697-1000 Ext. 293 for details.

ACCREDITATION. North Central Association of Colleges and Secondary Schools.

Published March, 1977.

elgin community college
office procedures lab



APPENDIX K

TASK ANALYSIS

background information

Check your present job title.

- ☐ Receptionist
- ☐ Typist
- ☐ General Office Clerk
- ☐ Stenographer
- ☐ Secretary
- ☐ Legal Secretary
- ☐ Medical Secretary
- ☐ Other (Specify) _____
- ☐ Educational Secretary
- ☐ Administrative Assistant

Were you required to take an employment test? ☐ Yes ☐ No
If so, please specify the test required.

- ☐ Typing
- ☐ Shorthand
- ☐ Aptitude (e.g. Wonderlic)
- ☐ Other (Specify) _____

Check the type of business in which you are employed.

- ☐ Banking- Finance
- ☐ Construction
- ☐ Distribution (Wholesale- retail)
- ☐ Educational, research
- ☐ Insurance
- ☐ Manufacturing
- ☐ Public Utilities
- ☐ Publishing
- ☐ Legal Service
- ☐ Health Service
- ☐ Transportation
- ☐ Governmental
  - ☐ Local
  - ☐ Federal
  - ☐ State

Other (Specify) _____

How many years have you worked at your present job? _____

How many years have you worked in the secretarial field? _____

For how many persons do you perform your secretarial duties? _____

With how many other secretaries do you work in performing your duties? _____

Where did you receive your training in the secretarial field?

- ☐ On the job (Self learned)
- ☐ Military school
- ☐ Correspondence Courses
- ☐ Public Secondary School
- ☐ Public Vocational- Technical School
- ☐ Private Business School
- ☐ Junior College
- ☐ College or University
- ☐ Other (Specify) _____

Are you enrolled or do you plan to enroll in additional secretarial course work?

☐ Yes ☐ No If so, where? _____

office procedures lab
elgin community college

Instructions for completing a task inventory

Carefully read each of the task statements. For column headed Entry Level, check only if the task was required of you when you first started the job.

Place a check mark (✓) in the column labeled Check if Done, for each task which you perform on your present job.

After checking all tasks which you perform, then rate only the tasks you have checked by circling 1, 2, 3, or 4 in the column labeled Time Spent which best describes the amount of time you spend in performing the tasks.

Time spent means the total time you spend on each task you are rating, compared with the time you spend on each of the other tasks you do in a 40 hour week.

At the bottom on any page, write in and rate only the tasks you do which are not listed.

Example:

office procedures task inventory page ___ of ___ pages

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.		✓ check if done	time spent 1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+)	office use only
F. PERFORMING STENOGRAPHIC ACTIVITIES	entry level			
1. COMPOSE CORRESPONDENCE			1. 2. 3. 4.	
2. EDIT LETTERS DICTATED BY EMPLOYER			1. 2. 3. 4.	
3. OPERATE DICTAPHONE			1. 2. 3. 4.	
4. OPERATE DICTATING MACHINE			1. 2. 3. 4.	
5. OPERATE SHORTHAND MACHINE			1. 2. 3. 4.	
6. TRANSCRIBE (TYPE) FROM DICTAPHONE			1. 2. 3. 4.	
7. Type minutes of reports of meetings			1. 2. 3. 4.	

office procedures lab
elgin community college

office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.

time spent
1. SELDOM (11-25%)
2. SOMETIMES (26-50%)
3. FREQUENTLY (51-75%)
4. OFTEN (76%+)

ORGANIZING AND TYPING STATISTICAL MATERIAL	entry level	✓ check if done	time spent	office use only
Assemble data for statistical material			1. 2. 3. 4.	
Design format to present statistical data			1. 2. 3. 4.	
Type statistical material as part of				
manuscript copy			1. 2. 3. 4.	
Type statistical material from rough draft				
copy			1. 2. 3. 4.	
Type statistical material in tabulated form			1. 2. 3. 4.	

office procedures lab
elgin community college

office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.

time spent
1. SELDOM (11-25%)
2. SOMETIMES (26-50%)
3. FREQUENTLY (51-75%)
4. OFTEN (76%+)

PERFORMING BOOKKEEPING AND ACCOUNTING ACTIVITIES	entry level	✓ check if done	time spent	office use only
Act as deputy of safe deposit box			1. 2. 3. 4.	
Administer imprest or petty cash funds			1. 2. 3. 4.	
Administer small purchases such as credit				
card charges and blanket purchase agreements			1. 2. 3. 4.	
Apporve bills of any kind			1. 2. 3. 4.	
Age the accounts receivable			1. 2. 3. 4.	
Ascertain availability of funds			1. 2. 3. 4.	
Do preliminary work for income tax return			1. 2. 3. 4.	
Calculate deductions (Inc. Tax, FICA, Insur.)			1. 2. 3. 4.	
Close ledger accounts			1. 2. 3. 4.	
Control the safekeeping of monies, bonds,				
or sealed bids			1. 2. 3. 4.	
Compose business reports of any kind			1. 2. 3. 4.	
Compute amount and percent of markup or loss			1. 2. 3. 4.	
Compute depreciation			1. 2. 3. 4.	
Compute dividends			1. 2. 3. 4.	
Compute payroll for employees			1. 2. 3. 4.	
Compute sales tax			1. 2. 3. 4.	
Compute trade and cash discount			1. 2. 3. 4.	
Deposit checks/cash in bank/cashier's office			1. 2. 3. 4.	
Deposit wills and valuables for clients			1. 2. 3. 4.	
Endorse checks			1. 2. 3. 4.	

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office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	entry level	✓ check if done	time spent 1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+)	office use only
PERFORMING BOOKKEEPING AND ACCOUNTING ACTIVITIES (continued)				
Figure extensions			1. 2. 3. 4.	
Figure inventory (value)			1. 2. 3. 4.	
Figure market value of investment and portfolios			1. 2. 3. 4.	
Inspect bills and invoices			1. 2. 3. 4.	
Inspect money orders and checks as to amount, dates, signatures			1. 2. 3. 4.	
Inspect supplies (for recording purposes)			1. 2. 3. 4.	
Keep books and/or ledger for any purpose			1. 2. 3. 4.	
Keep books which supply data for income tax for company, trusts, etc.			1. 2. 3. 4.	
Keep cash account			1. 2. 3. 4.	
Keep charts of sales records			1. 2. 3. 4.	
Keep daily attendance of employees			1. 2. 3. 4.	
Keep insurance register			1. 2. 3. 4.	
Keep petty cash accounts			1. 2. 3. 4.	
Keep record of territory assigned salesmen			1. 2. 3. 4.	
Keep records pertaining to FICA tax (Social Security)			1. 2. 3. 4.	
Keep records pertaining to sales tax			1. 2. 3. 4.	
Keep records pertaining to state and federal unemployment tax			1. 2. 3. 4.	

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PERFORMING BOOKKEEPING AND ACCOUNTING ACTIVITIES (continued)	entry level	✓ check if done	time spent (1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+))	office use only
Keep records pertaining to income taxes			1. 2. 3. 4.	
Keep State Industrial Insurance records			1. 2. 3. 4.	
Keep records of bad debts			1. 2. 3. 4.	
Keep wage and sales comparison records			1. 2. 3. 4.	
Handle collection of outstanding debts (accounts receivable)			1. 2. 3. 4.	
Interpret financial figures into a summary statement			1. 2. 3. 4.	
Maintain list of authorized signatures			1. 2. 3. 4.	
Maintain payroll register (all employees listed)			1. 2. 3. 4.	
Maintain price lists and make necessary changes			1. 2. 3. 4.	
Maintain records on rental real estate			1. 2. 3. 4.	
Maintain stock of business forms			1. 2. 3. 4.	
Make arrangements for freight expense			1. 2. 3. 4.	
Make contracts for supplies, services, etc.			1. 2. 3. 4.	
Make financial graphs			1. 2. 3. 4.	
Make lists of contents of office safe or safe deposit box and keep it up to date			1. 2. 3. 4.	
Make out monthly statements			1. 2. 3. 4.	
Manage reporting and record keeping system			1. 2. 3. 4.	

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4. OFTEN (76%+)

PERFORMING BOOKKEEPING AND ACCOUNTING ACTIVITIES (continued)	entry level	✓ check if done	time spent	office use only
Make out withholding tax statements at the				
end of year (W-2 forms)			1. 2. 3. 4.	
Operate check writer protector			1. 2. 3. 4.	
Operate full-keyboard adding machine			1. 2. 3. 4.	
Process newly acquired books and technical				
reports			1. 2. 3. 4.	
Post (transfer) entries from journals to a				
ledger (group of accounts)			1. 2. 3. 4.	
Prepare a trial balance at end of month or				
fiscal period (prove equality in ledger)			1. 2. 3. 4.	
Prepare balance sheet			1. 2. 3. 4.	
Prepare employer's business expense statement			1. 2. 3. 4.	
Prepare expense reports to clear company				
advances			1. 2. 3. 4.	
Prepare journal or ledger entries			1. 2. 3. 4.	
Prepare post and closing trial balance			1. 2. 3. 4.	
Prepare purchase orders, invoices, vouchers,				
and/or receipts			1. 2. 3. 4.	
Prepare salesmen's commission statements			1. 2. 3. 4.	
Purchase postage			1. 2. 3. 4.	
Reconcile bank statement			1. 2. 3. 4.	
Record inventory records on proper forms			1. 2. 3. 4.	

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PERFORMING BOOKKEEPING AND ACCOUNTING ACTIVITIES (continued)	entry level	✓ check if done	time spent	office use only
Receive and disburse funds for guardianships				
and estates			1. 2. 3. 4.	
Receive and disburse trust memos			1. 2. 3. 4.	
Record time card or time clock data on payroll				
forms			1. 2. 3. 4.	
Rule journals or ledger accounts			1. 2. 3. 4.	
Secure quotations on supplies (from supplier)			1. 2. 3. 4.	
Select or order typewriting supplies and				
equipment (erasers, ribbons, etc.)			1. 2. 3. 4.	
Send out credit memos for goods returned			1. 2. 3. 4.	
Send our invoices for payment due			1. 2. 3. 4.	
Sign checks			1. 2. 3. 4.	
Systematize and record items deductible from				
income tax on business			1. 2. 3. 4.	
Take care of bankbook			1. 2. 3. 4.	
Take care of checkbook and stubs				
Take inventory			1. 2. 3. 4.	
Total weekly or monthly sales			1. 2. 3. 4.	
Work with city or county tax statements			1. 2. 3. 4.	
Write checks (for any purpose as a part of				
your job other than payroll)			1. 2. 3. 4.	
Write checks or payroll			1. 2. 3. 4.	

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4. OFTEN (76%+)

PERFORMING CLERICAL ACTIVITIES	entry level	✓ check if done	time spent	office use only
Clean and oil office equipment other				
than typewriter			1. 2. 3. 4.	
Fold and insert letters in envelopes			1. 2. 3. 4.	
Keep desks stocked with office supplies			1. 2. 3. 4.	
Operate an addressograph			1. 2. 3. 4.	
Use simple business math			1. 2. 3. 4.	
Use reference books or manuals			1. 2. 3. 4.	

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4. OFTEN (76%+)

PERFORMING COMPOSITION ACTIVITIES	entry level	✓ check if done	time spent	office use only
Compose a business letter such as				
a letter of inquiry			1. 2. 3. 4.	
a letter of application			1. 2. 3. 4.	
a collection letter			1. 2. 3. 4.	
an acceptance letter			1. 2. 3. 4.	
a thank you letter			1. 2. 3. 4.	
a reservation letter			1. 2. 3. 4.	
Compose business reports			1. 2. 3. 4.	
Compose copy at typewriter			1. 2. 3. 4.	
Select business papers (letterheads, memorandum				
invoice) appropriate for specific tasks			1. 2. 3. 4.	
Type a business letter in an appropriate				
business style			1. 2. 3. 4.	

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PERFORMING DUPLICATING AND REPRODUCING PROCESSES	entry level	✓ check if done	time spent	office use only
Clean up work area			1. 2. 3. 4.	
Collate and assemble finished product and				
prepare materials for delivery			1. 2. 3. 4.	
Compare supplies from various business firms				
in order to help in economizing			1. 2. 3. 4.	
Deliver needed copies within the company			1. 2. 3. 4.	
Keep appropriate inventory records of supplies				
and materials			1. 2. 3. 4.	
Make arrangements for centralized department				
to duplicate materials			1. 2. 3. 4.	
Operate the mimeograph			1. 2. 3. 4.	
Operate the offset duplicator			1. 2. 3. 4.	
Operate the spirit duplicator			1. 2. 3. 4.	
Prepare materials for mimeographing				
a. type stencils			1. 2. 3. 4.	
b. correct errors appropriately			1. 2. 3. 4.	
c. draw on stencils and do artwork			1. 2. 3. 4.	
d. plan layouts			1. 2. 3. 4.	
e. compose materials for copy			1. 2. 3. 4.	

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office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.	entry level	✓ check if done	time spent: 1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+)	office use only
PERFORMING DUPLICATING AND REPRODUCING PROCESSES (continued)				
Prepare materials for offset duplicating				
a. type copy for offset duplicating			1. 2. 3. 4.	
b. type direct-image masters for offset			1. 2. 3. 4.	
c. correct errors appropriately			1. 2. 3. 4.	
d. draw on copy and masters and do artwork			1. 2. 3. 4.	
e. plan layouts			1. 2. 3. 4.	
f. compose material for copy			1. 2. 3. 4.	
Prepare materials for spirit duplicating				
a. type masters			1. 2. 3. 4.	
b. correct errors appropriately			1. 2. 3. 4.	
c. draw on masters and do artwork			1. 2. 3. 4.	
d. plan layouts			1. 2. 3. 4.	
e. compose material for copy			1. 2. 3. 4.	
Record the basic cost for given production jobs			1. 2. 3. 4.	
Record number and amount of supplies used for each job			1. 2. 3. 4.	
Report need for supply replenishment to person in charge			1. 2. 3. 4.	
Store stencils, masters, originals, etc. for future use			1. 2. 3. 4.	

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office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.

PERFORMING RECEPTIONIST ACTIVITIES	entry level	✓ check if done	time spent (1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+))	office use only
Answer incoming calls			1. 2. 3. 4.	
Answer questions posed by caller			1. 2. 3. 4.	
Cancel appointments as directed			1. 2. 3. 4.	
Direct visitors to appropriate department			1. 2. 3. 4.	
Find telephone numbers for out-of-state calls			1. 2. 3. 4.	
Find out the nature of his/her visit			1. 2. 3. 4.	
Give appropriate information to a visitor			1. 2. 3. 4.	
Handle cranks and other undesirables			1. 2. 3. 4.	
Maintain record of long-distance calls			1. 2. 3. 4.	
Make appointments requested by employer			1. 2. 3. 4.	
Operate a switchboard			1. 2. 3. 4.	
Operate an intercom			1. 2. 3. 4.	
Place outgoing in-company telephone calls			1. 2. 3. 4.	
Place outgoing local telephone calls			1. 2. 3. 4.	
Screen employer's calls			1. 2. 3. 4.	
Take messages on appropriate business forms			1. 2. 3. 4.	
Receive visitors courteously			1. 2. 3. 4.	
Request return calls			1. 2. 3. 4.	
Use a telephone directory			1. 2. 3. 4.	
Use other directories/list finders			1. 2. 3. 4.	

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office procedures task inventory

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4. OFTEN (76%+)

PERFORMING RECEPTIONIST ACTIVITIES (continued)	entry level	✓ check if done	time spent	office use only
Use appropriate business procedures for:				
a. Making reservations			1. 2. 3. 4.	
b. Scheduling conferences & meetings			1. 2. 3. 4.	
c. Handling travel arrangements			1. 2. 3. 4.	
d. Updating desk calendar			1. 2. 3. 4.	

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4. OFTEN (76%+)

PERFORMING RECORDS MANAGEMENT ACTIVITIES	entry level	✓ check if done	time spent	office use only
Cross-reference records or files			1. 2. 3. 4.	
Establish a records management system			1. 2. 3. 4.	
File documents using an alphabetic system			1. 2. 3. 4.	
File documents using a chronological system			1. 2. 3. 4.	
File documents using a geographic system			1. 2. 3. 4.	
File documents using a micro-film, micro-fiche				
system			1. 2. 3. 4.	
File documents using a numeric system			1. 2. 3. 4.	
File documents using a subject system			1. 2. 3. 4.	
File documents using a terminal digit system			1. 2. 3. 4.	
Locate documents in files			1. 2. 3. 4.	
Make folders and folder labels for files			1. 2. 3. 4.	
Maintain filing system until directed to				
dispose of specific records			1. 2. 3. 4.	
Maintain office files, records, and indexes				
including "tickler" files and follow-up			1. 2. 3. 4.	
Prepare a records retention program			1. 2. 3. 4.	
Re-file documents that have been removed				
from files			1. 2. 3. 4.	

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PERFORMING STENOGRAPHIC ACTIVITIES				
Machine Transcription				
Deliver transcripts to superior according to instructions			1. 2. 3. 4.	
Operate the machine transcription unit			1. 2. 3. 4.	
Originate material on machine dictation unit			1. 2. 3. 4.	
Prepare carbon copies immediately from unit			1. 2. 3. 4.	
Transcribe business correspondence			1. 2. 3. 4.	
Transcribe minutes of a meeting			1. 2. 3. 4.	
Transcribe manuscripts			1. 2. 3. 4.	
Transcribe business reports			1. 2. 3. 4.	
Type directly from "listening"--smoothly and fluently			1. 2. 3. 4.	
Shorthand				
Edit letters dictated by employer			1. 2. 3. 4.	
Give dictation to other office workers			1. 2. 3. 4.	
Take dictation at typewriter while employer dictates			1. 2. 3. 4.	
Take dictation over the telephone			1. 2. 3. 4.	
Take minutes of meetings in shorthand			1. 2. 3. 4.	

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PERFORMING STENOGRAPHIC ACTIVITIES (con't)	entry level	✓ check if done	time spent 1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+)	office use only
Select appropriate working materials:				
shorthand notebook, pen, paper, other supplies			1. 2. 3. 4.	
Write shorthand (any system) at:				
80-90 words per minute			1. 2. 3. 4.	
90-100 words per minute			1. 2. 3. 4.	
over 100 words per minute			1. 2. 3. 4.	
Write shorthand from more than one person				
(but only one at a time)			1. 2. 3. 4.	

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4. OFTEN (76%+)

PERFORMING TYPEWRITING ACTIVITIES	entry level	check if done	time spent	office use only
Change a carbon or fabric ribbon on a typewriter			1. 2. 3. 4.	
Check supply inventory and keep it up to date			1. 2. 3. 4.	
Clean a typewriter using cleaning compound			1. 2. 3. 4.	
Clean a typewriter using cleaning sheets			1. 2. 3. 4.	
Clean a typewriter using a liquid spray			1. 2. 3. 4.	
Correct typing errors by using an eraser			1. 2. 3. 4.	
Correct typing errors by using correction tape or paper			1. 2. 3. 4.	
Correct typing errors by using a liquid cover up			1. 2. 3. 4.	
Correct typing errors by using a correction pen			1. 2. 3. 4.	
Justify margins by using a proportionally spaced typewriter			1. 2. 3. 4.	
Justify margins by using a standard electric or manual typewriter			1. 2. 3. 4.	
Operate a Selectric I Typewriter			1. 2. 3. 4.	
Operate a Selectric II Typewriter			1. 2. 3. 4.	
Operate a Correcting Selectric Typewriter			1. 2. 3. 4.	
Operate a standard electric typewriter			1. 2. 3. 4.	
Operate a standard manual typewriter			1. 2. 3. 4.	

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PERFORMING TYPEWRITING ACTIVITIES (con't)				
Operate an automatic typing system			1. 2. 3. 4.	
Order supplies needed to perform typewriting				
tasks			1. 2. 3. 4.	
Organize typewriting supplies and materials				
for efficient operation			1. 2. 3. 4.	
Prepare and type a graph			1. 2. 3. 4.	
Prepare final layouts using typewritten copy			1. 2. 3. 4.	
Prepare requisitions for supplies or				
equipment			1. 2. 3. 4.	
Proofread typewritten copy			1. 2. 3. 4.	
Provide minimum service to typewriter			1. 2. 3. 4.	
Type addresses on envelopes or cards			1. 2. 3. 4.	
Type a manuscript or speech			1. 2. 3. 4.	
Type an agenda			1. 2. 3. 4.	
Type an interoffice memorandum			1. 2. 3. 4.	
Type an itinerary			1. 2. 3. 4.	
Type an outline			1. 2. 3. 4.	
Type Business Forms			1. 2. 3. 4.	
Type business letters			1. 2. 3. 4.	
Type business tables			1. 2. 3. 4.	
Type copy for photocopying			1. 2. 3. 4.	
Type display or decorative type copy			1. 2. 3. 4.	

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4. OFTEN (76%+)

PERFORMING TYPEWRITING ACTIVITIES (con't)	entry level	✓ check if done	time spent	office use only
Type a financial report			1. 2. 3. 4.	
Type from rough drafts			1. 2. 3. 4.	
Type minutes of a meeting			1. 2. 3. 4.	
Type resolutions			1. 2. 3. 4.	
Type statistical reports			1. 2. 3. 4.	

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PERFORMING LEGAL TYPEWRITING ACTIVITIES	entry level			
Type affidavits			1. 2. 3. 4.	
Type appeals			1. 2. 3. 4.	
Type appearances			1. 2. 3. 4.	
Type bills of sale			1. 2. 3. 4.	
Type briefs			1. 2. 3. 4.	
Type chattels			1. 2. 3. 4.	
Type citations			1. 2. 3. 4.	
Type complaints			1. 2. 3. 4.	
Type contracts			1. 2. 3. 4.	
Type deeds			1. 2. 3. 4.	
Type defendant answers			1. 2. 3. 4.	
Type depositions			1. 2. 3. 4.	
Type extradition papers			1. 2. 3. 4.	
Type guardianships			1. 2. 3. 4.	
Type installment notes			1. 2. 3. 4.	
Type leases			1. 2. 3. 4.	
Type licenses			1. 2. 3. 4.	
Type mortgages			1. 2. 3. 4.	
Type motion papers			1. 2. 3. 4.	
Type oath, petition and power of attorney papers			1. 2. 3. 4.	
Type opinions			1. 2. 3. 4.	

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PERFORMING LEGAL TYPEWRITING ACTIVITIES (con't)	entry level	✓ check if done	time spent 1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+)	office use
Type partnership agreements			1. 2. 3. 4.	
Type patent office amendments and applications			1. 2. 3. 4.	
Type petitions			1. 2. 3. 4.	
Type pleadings			1. 2. 3. 4.	
Type subpoenas			1. 2. 3. 4.	
Type summons			1. 2. 3. 4.	
Type trusts			1. 2. 3. 4.	
Type wills			1. 2. 3. 4.	

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PERFORMING SECRETARIAL & RECEPTIONIST DUTIES RELATED SPECIFICALLY TO THE MEDICAL FIELD	entry level			
Answer telephone calls from patients			1. 2. 3. 4.	
Assist the doctor in medical procedures			1. 2. 3. 4.	
Greet patients			1. 2. 3. 4.	
Handle the mail			1. 2. 3. 4.	
Keep patient records			1. 2. 3. 4.	
Keep record of payments			1. 2. 3. 4.	
Know medical terminology			1. 2. 3. 4.	
Record and file records			1. 2. 3. 4.	
Schedule appointments			1. 2. 3. 4.	
Send statements to patients			1. 2. 3. 4.	
Sterilize instruments			1. 2. 3. 4.	
Store and handle supplies and medicines			1. 2. 3. 4.	
Talk with salesmen and drug representatives about products			1. 2. 3. 4.	
Transcribe medical dictation in report form			1. 2. 3. 4.	
Type case histories			1. 2. 3. 4.	
Type lab reports			1. 2. 3. 4.	
Use medical manuals			1. 2. 3. 4.	

office procedures lab
elgin community college

office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.

time spent
1. SELDOM (11-25%)
2. SOMETIMES (26-50%)
3. FREQUENTLY (51-75%)
4. OFTEN (76%+)

PREPARING MEDICAL FORMS	entry level	✓ check if done	time spent	office use
Type medical records and ledgers			1. 2. 3. 4.	
Type preadmission registration			1. 2. 3. 4.	
Type doctor's service reports			1. 2. 3. 4.	
Type Medicare-payment requests			1. 2. 3. 4.	
Type Workmen's Compensation--Surgical report			1. 2. 3. 4.	
Type Workmen's Compensation--Medical report form			1. 2. 3. 4.	

office procedures lab
elgin community college

office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.		✓ check if done	time spent 1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+)	office use only
PREPARING HOSPITAL FORMS	entry level			
Type admission and discharge register			1. 2. 3. 4.	
Type analyses of hospital service forms			1. 2. 3. 4.	
Type group hospital insurance form			1. 2. 3. 4.	
Type hospital admission record			1. 2. 3. 4.	
Type individual hospital insurance form			1. 2. 3. 4.	
Type inpatient admission and billing forms			1. 2. 3. 4.	
Type outpatient hospital billing form			1. 2. 3. 4.	
Type patient index cards			1. 2. 3. 4.	
Type patient transfer forms			1. 2. 3. 4.	
Type provider billing for patient services by physician			1. 2. 3. 4.	

office procedures lab
elgin community college

office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.

PERFORMING DUTIES OF AN EDUCATIONAL SECRETARY	entry level	✓ check if done	time spent (1. SELDOM (11-25%) 2. SOMETIMES (26-50%) 3. FREQUENTLY (51-75%) 4. OFTEN (76%+))	office use only
Assist in revising school catalog			1. 2. 3. 4.	
Assist in the preparation of budget			1. 2. 3. 4.	
Assist in the preparation of faculty evaluation			1. 2. 3. 4.	
Assist in the preparation of state and Federal reports			1. 2. 3. 4.	
Compile information for Board of Trustee (Board of Education) reports			1. 2. 3. 4.	
Conduct surveys of high school students (post high school graduate survey)			1. 2. 3. 4.	
Conduct various surveys throughout the community			1. 2. 3. 4.	
Coordinate faculty/student referrals			1. 2. 3. 4.	
Coordinate instructional activities with outside agencies			1. 2. 3. 4.	
Establish application file			1. 2. 3. 4.	
Establish vocational files, out-of-state files (catalogs)			1. 2. 3. 4.	
Maintain complete personnel files of currently employed faculty, inactive faculty, and faculty applicants			1. 2. 3. 4.	

office procedures lab
elgin community college

office procedures task inventory

Listed below are a duty and the tasks which it includes. Check all tasks which you perform. Add any tasks you do which are not listed, then rate the tasks you have checked.

time spent
1. SELDOM (11-25%)
2. SOMETIMES (26-50%)
3. FREQUENTLY (51-75%)
4. OFTEN (76%+)

PERFORMING DUTIES OF AN EDUCATIONAL SECRETARY (continued)	entry level	✓ check if done	time spent	office use
Maintain coordination of education programs with neighboring schools			1. 2. 3. 4.	
Maintain files of approved curricula and courses			1. 2. 3. 4.	
Maintain files of daily enrollment figures			1. 2. 3. 4.	
Maintain follow-up data of graduates			1. 2. 3. 4.	
Maintain records, files, and class lists			1. 2. 3. 4.	
Maintain up-dated faculty listings			1. 2. 3. 4.	
Maintain up-to-date class schedule			1. 2. 3. 4.	
Perform tasks and duties on the CRT terminal and printer			1. 2. 3. 4.	
Provide support assistance in counseling students			1. 2. 3. 4.	
Provide testing for students (Interest inventories)			1. 2. 3. 4.	
Take minutes at educational meetings			1. 2. 3. 4.	
Type inquiries for students			1. 2. 3. 4.	

APPENDIX L

LIST OF BUSINESSES SURVEYED

BUSINESSES SURVEY

Bartlett State Bank
335 South Main Street
Bartlett, IL 60103
(312) 837-2611

Elgin National Bank
24 East Chicago Street
Elgin, IL 60120
(312) 742-8200

The First National Bank
of Elgin
6 Fountain Square Plaza
Elgin, IL 60120
(312) 697-1100

The Larkin Bank
1645 Larkin Avenue
Elgin, IL 60120
(312) 695-7700

Union National Bank and
Trust Company of Elgin
1 Fountain Square Plaza
Elgin, IL 60120
(312) 742-1850

Valley Bank & Trust Company
101 East State Street
South Elgin, IL 60177
(312) 695-3500

Richard A. Huddleston, D.D.S.
484 Summit Street
Elgin, IL 60120
(312) 742-8211

Ralph W. Muchow, D.D.S.
107 Center Street
Elgin, IL 60120
(312) 742-0183

Wendell M. Rovelstad, D.D.S.
860 Summit Street
Elgin, IL 60120
(312) 742-6717

F. W. Towner, D.D.S.
948 North Liberty Street
Elgin, IL 60120
(312) 742-5012

Richard L. Verbic, D.D.S.
1209 Dundee Avenue
Elgin, IL 60120
(312) 741-1013

Elgin Community College
1700 Spartan Drive
Elgin, IL 60120
(312) 697-1000

Elgin High School
1200 Maroon Drive
Elgin, IL 60120
(312) 697-0549

Hampshire High School
525 South State Street
Hampshire, IL 60140
(312) 683-2522

Larkin High School
1475 Larkin Avenue
Elgin, IL 60120
(312) 741-0900

St. Edward High School
335 Locust Street
Elgin, IL 60120
(312) 741-7535

Community Concern for Alcoholism
and Drug Abuse
20 Grove Avenue
Elgin, IL 60120
(312) 742-3545

Elgin Area Chamber of Commerce
28 North Grove Avenue
Elgin, IL 60120
(312) 741-5660

Elgin City Hall
150 Dexter Court
Elgin, IL 60120
(312) 695-6500

Harding and Harding
200 South Fourth Street
Geneva, IL 60134
(312) 232-2100

Illinois Bell Telephone
Company
255 East Chicago Street
Elgin, IL 60120
(312) 741-9981

Illinois Department of
Transportation
1000 Plaza Drive
Schaumburg, IL 60196
(312) 884-4011

Illinois Youth Center
Valley View
P.O. Box 376
St. Charles, IL 60174
(312) 695-6080

United Way of Elgin
339 West River Road
Elgin, IL 60120
(312) 741-2259

Villa Olivia Country Club
Lake Street
Bartlett, IL 60103
(312) 742-5200

Sherman Hospital
934 Center Street
Elgin, IL 60120
(312) 742-9800

St. Joseph Hospital
77 Airlite
Elgin, IL 60120
(312) 695-3200

Elgin Corrugated Box Company
824 Raymond Street
Elgin, IL 60120
(312) 741-2200

Elgin Daily Courier News
300 Lake Street
Elgin, IL 60120
(312) 741-1800

Elgin Metal Casket Company
363 Bluff City Boulevard
Elgin, IL 60120
(312) 742-4205

Grayline Housewares, Inc.
1616 Berkly
Elgin, IL 60120
(312) 695-3900

Harig Products
1875 Big Timber Road
Elgin, IL 60120
(312) 695-1000

LeeWards
1200 St. Charles Road
Elgin, IL 60120
(312) 695-6000

Ownes Illinois Closure
Division
Powis Road Near Route 64
East St. Charles, IL 60174
(312) 584-3960

Precision Diamond Tool Company
1280 Bluff Boulevard
Elgin, IL 60120
(312) 695-5800

Shakeproof - Div. of Illinois
Tool Works, Inc.
St. Charles Street
Elgin, IL 60120
(312) 741-7900

Woodruff & Edwards, Inc.
119 North State Street
Elgin, IL 60120
(312) 742-8700

The Milk Pail
25 East Dundee
Elgin, IL 60120
(312) 742-5040

Aetna
33 North Geneva
Elgin, IL 60120
(312) 695-4700

Allstate Insurance Companies
51 South Sprint Street
Elgin, IL 60120
(312) 695-4440

American Family Insurance
1692 Larkin Avenue
Elgin, IL 60120
(312) 695-2950

Country Companies Insurance
Randall Road
St. Charles, IL 60174
(312) 584-0001

Equitable Life Assurance
Society of the U.S.
920 Davis Road
Elgin, IL 60120
(312) 741-6460

Hartford Insurance Group
St. Charles Mercantile Plaza
St. Charles, IL 60174
(312) 584-6556

Miller Insurance Agency, Inc.
269 South State Street
Elgin, IL 60120
(312) 695-1552

Frank V. Ariano, Atty.
10 North Spring Street
Elgin, IL 60120
(312) 697-1212

Brady, McQueen, Martin, Callahan,
and Collins, Attys.
80 Fountain Square Plaza
Elgin, IL 60120
(312) 695-2000

Donald P. Hughes, Atty.
742 West Chicago Street
Elgin, IL 60120
(312) 695-9161

Geister, Schnell, Richards,
and Brown, Attys.
33 North Geneva
Elgin, IL 60120
(312) 695-4560

Richard I. Marblestone, Atty.
28 North Grove Avenue
Elgin, IL 60120
(312) 695-1443

Harry Schaffner, Atty.
10 North Spring Street
Elgin, IL 60120
(312) 697-1212

Frederick J. Steffen, Atty.
11 Douglas Avenue
Elgin, IL 60120
(312) 741-0503

Richard E. Travis, Atty.
1556 Weatherston Lane
Elgin, IL 60120
(312) 697-7300

Dr. B. U. Chung
860 Summit Street
Elgin, IL 60120
(312) 695-6611

Dr. Richard J. Fiedler
860 Summit Street
Elgin, IL 60120
(312) 742-3525

Dr. Robert W. Ollayos
806 Highland
Elgin, IL 60120
(312) 742-9698

Dr. Willis E. Brown
100 East Chicago Street
Elgin, IL 60120
(312) 741-0242

Ackemann's Department Store
168 Highland Avenue
Elgin, IL 60120
(312) 742-4000

Four Squires Buying Group, Inc.
1028 Devon Avenue
Bartlett, IL 60103
(312) 289-8900

Joseph Spiess Company
32-52 Fountain Square Plaza
Elgin, IL 60120
(312) 741-4300

Perlman Fine Jewelry
25 Fountain Square Plaza
Elgin, IL 60120
(312) 742-6644

Elgin Federal Savings and
Loan Association
1695 Larkin Avenue
Elgin, IL 60120
(312) 741-3900

First Federal Savings and
Loan Association of Elgin
28 North Grove Avenue
Elgin, IL 60120
(312) 742-7560

APPENDIX M

TASK ANALYSIS DATA

TABLE 15

OFFICE TASKS PERFORMED BY EDUCATIONAL SECRETARIES

TASKS	INDEX VALUE	SKILL AREAS
Type business letters	5.3	9
Select business papers (letterheads, memorandums, invoice) appropriate for specific tasks	5.1	4
Proofread typewritten copy	5.0	9
Clean and oil office equipment other than typewriter	4.8	3
Type addresses on envelopes or cards	4.6	9
Operate a Selectric II typewriter	3.4	9
Correct typing errors by using an eraser	3.4	9
Report need for supply replenishment to person in charge	2.7	5
Receive visitors courteously	2.6	6
Make arrangements for centralized department to duplicate materials	2.6	5
Organize typewriting supplies and materials fir efficient operation	2.5	9
Operate the spirit duplicator	2.5	5
Type from rough drafts	2.5	9
Maintain records, files, and class lists	2.4	10
Maintain up-to-date class schedule	2.4	10
Use simple business math	2.4	3
Compose copy at typewriter	2.4	4
Take messages on appropriate business forms	2.4	6

OFFICE TASKS PERFORMED BY EDUCATIONAL SECRETARIES (continued)

TASKS	INDEX VALUE	SKILL AREAS
Fold and insert letters in envelopes	2.4	3
Plan layouts for offset duplicating	2.4	5
File documents using an alphabetic system	2.3	7
Operate an addressograph	2.3	3
Prepare materials for mimeographing, type stencils	2.3	5
Type a business letter in an appropriate business style	2.3	4
Operate the offset duplicator	5	2.3
Use a telephone directory	6	2.2
Store stencils, masters, originals, etc. for future use	5	2.1
Compose copy material for offset duplicator	5	2.1
Type an interoffice memorandum	9	2.1
Make folders and folder labels for files	7	2.1
Conduct various surveys throughout the community	10	2.1
Direct visitors to appropriate departments	6	2.1
Correct typing errors by using a liquid cover up	9	2.0
Type copy for photocopying	8	2.0
Give appropriate information to a visitor	6	2.0
Locate documents in files	7	2.0
Maintain follow-up data of graduates	10	2.0
Maintain up-dated faculty listings	10	2.0

TABLE 16

OFFICE TASKS PERFORMED BY GENERAL SECRETARIES

TASKS	INDEX VALUE	PERCENT OF SAMPLE PERFORMING SKILL	SKILL AREAS
Type business letters	4.9	87	9
Proofread typewritten copy	4.9	88	9
Type business letters in an appropriate business style	4.7	84	4
Answer incoming calls	4.6	79	6
Type addresses on envelopes or cards	.45	90	9
Fold and insert letters in envelopes	.43	88	3
Receive visitors courteously	3.9	70	6
Answer questions posed by caller	3.7	79	6
Use a telephone directory	.34	75	6
Take messages on appropriate business forms	3.1	62	6
File documents using an alphabetic system	3.0	57	7
Direct visitors to appropriate department	2.9	66	6
Correct typing errors by using correction tape or paper	2.9	80	9
Give appropriate information to a visitor	2.9	68	6
Place outgoing local telephone calls	2.9	63	6
Change a carbon or fabric ribbon on a typewriter	2.8	75	9
Type an interoffice memorandum	2.8	76	9
Organize typewriting supplies and materials for efficient operation	2.8	67	9

OFFICE TASKS PERFORMED BY GENERAL SECRETARIES (continued)

TASKS	INDEX VALUE	PERCENT OF SAMPLE PERFORMING SKILL	SKILL AREAS
Type from rough drafts	2.7	68	9
Request return calls	2.7	62	6
Locate documents in files	2.6	53	7
Use reference books or manuals	2.6	71	3
Use simple business math	2.6	71	3
Make folders and folder labels for files	2.6	58	7
Find out the nature of his/her visit	2.6	69	6
Re-file documents that have been removed from files	2.5	56	7
Cancel appointments as directed	2.5	63	6
Screen employer's calls	2.5	61	6
Clean up work area	2.4	45	5
Use other directories/list finders	2.4	61	6
Type copy for photocopying	2.4	62	9
Make appointments requested by employer	2.3	62	6
Keep desks stocked with office supplies	2.3	66	3
Correct typing errors by using a liquid cover up	2.2	77	9
Dispose of specific records	2.2	45	7
Type business forms	2.2	60	9

OFFICE TASKS PERFORMED BY GENERAL SECRETARIES (continued)

	INDEX VALUE	PERCENT OF SAMPLE PERFORMING SKILL	SKILL AREAS
Correct typing errors by using an eraser	2.2	61	9
Place outgoing in-company telephone calls	2.0	48	6
Handle cranks and other undesirables	2.0	57	6
Operate a Selectric II Typewriter	2.0	37	9
Updating desk calendar	2.0	51	6
Select business papers (letterheads, memorandums, invoices) appropriate for specific tasks	2.0	49	4

OFFICE PROCEDURES TASKS PERFORMED BY LEGAL SECRETARIES (continued)

TASKS	INDEX VALUE	SKILL AREAS
Correct typing errors by using a liquid cover up	3.6	9
Type summons	3.5	10
Type copy for photocopying	3.4	9
Correct typing errors by using correction tape or paper	3.4	9
Direct visitors to appropriate department	3.9	6
Type petitions	3.3	10
Organize typewriting supplies and materials for efficient operation	3.2	9
Type complaints	3.2	10
Use simple business math	3.2	3
Use reference books or manuals	3.2	3
Cancel appointments as directed	3.1	6
Type deeds	3.1	10
Place outgoing local telephone calls	3.1	6
Maintain filing system until directed to dispose of specific records	3.1	7
Type wills	3.1	10
Make appointments	3.0	6
Find out the nature of his/her visit	3.0	6
Type business forms	3.0	9
Type from rough drafts	3.0	9
Type contracts	3.0	10
Type affidavits	3.0	10

TABLE 17

OFFICE PROCEDURES TASKS PERFORMED BY LEGAL SECRETARIES

TASKS	INDEX VALUE	SKILL AREAS
Proofread typewritten copy	5.1	9
Answer incoming calls	5.0	6
Type addresses on envelopes or cards	4.9	9
Answer questions posed by caller	4.8	6
Change a carbon or fabric ribbon on a typewriter	4.7	9
Type business letters	4.7	9
Type a business letter in an appropriate business style		
Fold and insert letters in envelopes	4.4	3
Use a telephone directory	4.3	6
Take messages on appropriate business forms	4.3	6
Receive visitors courteously	4.1	6
Use other directories/list finders	4.0	6
Request return calls	3.9	6
Make folders and folder labels for files	3.9	7
File documents using an alphabetic system	3.8	7
Locate documents in files	3.7	7
Screen employer's calls	3.7	6
Give appropriate information to a visitor	3.7	6
Re-file documents that have been removed from files	3.6	7

TABLE 18

OFFICE TASKS PERFORMED BY MEDICAL SECRETARIES

TASKS	INDEX VALUE	SKILL AREAS
Answer incoming calls	5.5	6
File documents using an alphabetic system*	5.1	7
Record and file records	5.1	10
Receive visitors courteously	5.0	6
Answer questions posed by called	5.0	6
Keep patient records	5.0	10
Answer telephone calls from patients	4.8	10
Know medical terminology	4.9	10
Greet patients	4.8	10
Schedule appointments	4.6	10
Find out the nature of his/her visit	4.4	6
Type addresses on envelopes or cards	4.2	9
Fold and insert letters in envelopes	4.2	3
Handle the mail	4.2	10
Cancel appointments as directed	4.1	6
Keep record of payments	4.0	10
Design format to present statistical data*	4.0	1
Keep desks stocked with office supplies	4.0	3
Use a telephone directory*	4.0	6

OFFICE TASKS PERFORMED BY MEDICAL SECRETARIES (continued)

TASKS	INDEX VALUE	SKILL AREAS
Place outgoing local telephone calls	4.0	6
Screen employer's calls	3.8	6
Make folders and folder labels for files	3.8	6
Re-file documents that have been removed from files	3.8	7
Type a business letter in an appropriate business style	3.7	4
Clean up work area	3.7	5
Give appropriate information to a visitor	3.7	6
Use simple business math	3.6	3
Request return calls	3.4	6
Use other directories/list finders	3.3	6
Make appointments requrested by employer	3.2	7
Proofread typewritten copy	3.1	9
Send statements to patients	3.1	10
Select or order typewriting supplies and equipment (erasers, ribbons, etc.)	3.0	2
Use reference books or manuals	3.0	3
Type business letters	3.0	9
Change a carbon or fabric ribbon on a typewriter	3.0	9
Organize typewriting supplies and materials for efficient operation	2.8	9
Assist the doctor in medical procedures	2.7	10
Order supplies needed to perform typewriting tasks	2.6	9
Correct typing errors by using correction tape or paper	2.6	9

APPENDIX N

CONSULTANTS' REPORTS

RESEARCH CONSULTANT REPORT ON SEPTEMBER 28, 1976, CAMPUS VISIT

A. PURPOSES--The general purposes of this general orientation visit were:

1. To meet project personnel.
2. To review project activities since proposal submission.
3. To make plans for activities and consultant activities for the quarter ending December, 1976.

B. PERSONNEL--I met the following project personnel:

Sharon Fisher, Project Director
Kim Bone, Lab Assistant
Judie Neat, Lab Assistant
Grace Selby, Business Dept. Chairperson
John Gualdoni, Dean, Vo-Tech Education
Lynn Willett, Assistant to the Pres. for Planning & Research
Dr. Betty Schrader, Curriculum Consultant, Northern Illinois University

C. PROGRESS--Prior to this orientation meeting, the following project activities were completed:

1. A number of commercially published individualized learning packages related to the project were obtained and installed in the skills laboratory.

2. A preliminary group of approximately 100 students were enrolled in the skills lab for the fall term.

D. PLANS--In addition to other activities identified as the project progresses, during the period of October through December, 1976, the research consultant plans to complete the following activities:

1. Secretarial job skills analysis:
   a. suggest a procedure for developing secretarial job analysis instruments.
   b. review draft of secretarial job analysis instruments and proposed sampling plan.
   c. designate data coding and statistical procedures for data analysis by ECC computer.
   d. summarize and interpret results of secretarial job analyses.

2. Identify instrument sources, sample instruments, or instrument development procedures for other project activities:
   a. review and react to existing instruments for student feedback of individualized learning packages.
   b. identify instruments for project staff review of commercial or locally developed individualized learning packages.
   c. In addition to, identify sample instruments and procedures for developing instruments for measuring student achievement of task competencies.

3. Review Crawford's Competency Based Model (ED032383).

4. Review and verify or revise proposed research design for evaluating effectiveness of single skills lab project.

CONSULTANT REPORT #1

September 28, 1976

Betty L. Schroeder

The project staff met at Elgin Community College with Dr. Alfred Hecht, the Research Consultant, and me as the Curriculum Consultant to discuss the research grant and its requirements and to review the present status of the Secretarial Program at Elgin Community College.

In reviewing the grant and its requirements, the list of secretarial single skills were examined first--primarily to review the status of the instruction of each of the secretarial skills listed within the present individualization of the program. The instructors in the program identified those secretarial skills now being taught in the program, the instructional materials presently being used, and those skills that appear to need updating as far as content of instructional materials and possible instructional materials development. Word processing was one secretarial skill area that was added to the list of secretarial single skills listed in the project.

The calendar contained on pages 8-9 of the research proposal and the objectives for each phase of the research were then reviewed. It was suggested that perhaps the project staff should revise the calendar since the project was actually getting underway as of October 1, 1976. Therefore, those items listed under "first quarter"--job and task analyses of secretarial positions, identifying competencies, and developing behavioral objectives--must be conducted between October 1, 1976, and December 31, 1976. The project staff will revise the calendar and submit copies to staff and consultants.

As the curriculum consultant, I discussed some ways in which we could proceed to develop the task analysis instrument to be used and some of the

methods that had been used successfully in conducting task analyses for the individualized programs developed at the Capital Area Career Center in Mason, Michigan. Dr. Hecht added a number of techniques to be considered in conducting the task analyses, from the researcher's point of view. He will review the task analysis instrument once it has been developed to be sure that the data can be appropriately analyzed and that the data represents the kind of data we hope to receive from business. I will assist in the development of the task analysis instrument and in developing the techniques to be used in conducting the task analysis during the first quarter of operation.

The next meeting is scheduled for Thursday, October 14, 1976, with Mrs. Sharon Fisher. We will review task analysis instruments that have been used in prior research and determine the content of the task analysis instrument to be used at Elgin Community College.

Betty L. Schroeder
Curriculum Consultant

RESEARCH CONSULTANT REPORT
November 15, 1976
Campus Visit

Al Hecht

On this visit I met separately with Project Director, Sharon Fisher and Assistant to the President for Planning and Research, Lynn Willett. My tasks were directed toward the following project activities.

1. Secretarial job skills analysis:

   a. Reviewed a draft of a prototype secretarial job analysis instrument. Suggested revisions in the instructions to the respondents and the responsee format. Subsequent reflection on the instrument indicates the desirability of writing specific objectives which the job analysis study is designed to meet.

   b. Reviewed alternative data input and computer analysis procedures for the job skills analysis study. At this point it appears that input data may be keypunched directly from the coded responses for analysis by Veldman's statistical package.

2. Instrument sources, sample instruments and instrument development procedures for other project activities:

   a. Reviewed existing instrument for collecting student feedback on current learning packages. Suggested expanding the instrument to include process and outcome as well as content items and suggested modifying the format to include both objective and open-ended items.

   b. Presented a set of general procedures for developing evaluation instruments and examples of feedback instruments. Suggested the desirability of developing an instrument to collect student feedback on the procedures, mechanics, etc. of the single skills course as a whole. Such an instrument would supplement the feedback on individual packages.

   c. Presented several examples of instruments designed to help staff evaluate commercial or locally developed learning packages.

Additional sample instruments and some references on developing procedures for assessing student achievement of task competencies accompany this report.

Al Hecht

Al Hecht
Research Consultant

CONSULTANT REPORT #2

November 16, 1976

Betty L. Schroeder

Sharon Fisher, the project director, and I met at Elgin Community College to review the task statements to be included in the task analysis instrument, revise the wording in the statements, and develop a list of equipment to be included in the instrument. We also reviewed the designs that are being developed by the graphic artist for their appropriateness for the task analysis and/or the modules of instruction to be developed as a part of the grant.

We decided that the best way to finalize the wording of the task statements would be to have me review them once more after Sharon Fisher had an opportunity to compile each of the basic lists and type a complete copy of all the task statements in the appropriate format on the design sheets. This review will be handled by mail within the next two weeks.

At our next meeting we plan to review all the procedures to be followed in conducting the task analyses, the list of businesses to be contacted and the contact persons (if known), and the final draft of the task analysis.

Betty L. Schroeder

Betty L. Schroeder
Curriculum Consultant

Note: On December 1, 1976, I reviewed the draft of the task statements to be included on the task analysis, commented on possible revisions, and mailed them back to Sharon Fisher.

RESEARCH CONSULTANT REPORT
January 18, 1977
Campus Visit

A. Purpose:

The general purposes of this staff meeting were:

1. To review plans for the Office Procedures Task Analysis.
2. To review plans for project evaluation.
3. To review the general project calendar.

B. Plans for Office Procedures Task Analysis:

1. Using the standard approach developed with Dr. Schroeder, Kim Bone, Larry Cline, Sharon Fisher, and Judie Neat will interview a minimum of 25 persons per job title involved in the study. In addition, their sample will include a minimum of 25 educational secretaries, legal secretaries, and medical secretaries.
2. Al Hecht will provide instructions for keypunching the task analysis data for computer processing, will identify the computer programs to be run for statistical analysis and will prepare some reasonable interpretation of the data.

C. Plans for Project Evaluation:

1. A single group pre-test, post-test design will be used to evaluate overall project outcomes and outcomes of specific learning packages. The general pre- and post-test will include measures of typing, shorthand, mechanics, and production work which will sample the office skills and a semantic differential which will measure students' affect toward individualized instruction in laboratory skills. Pre-measures of each of the learning packages will establish the student's skill level after the learning package is completed. Each student will also be asked to provide feedback for revision and improvement of each learning package which they complete.
2. Al Hecht will provide coding, keypunching, and computer or manual analysis instructions.

D. General Project Calendar:

A revised general project calendar was reviewed and will guide general project activities for the remainder of the grant period.

Al Hecht
Research Consultant

CONSULTANT REPORT #3

April 20, 1977 to July 21, 1977

Betty L. Schroeder

April 20, 1977 (1/2 day)

Sharon Fisher, the project director, met with Judi Christensen, the audio-visual staff, and me to discuss the progress of the curriculum development for the project. The following is a resume of the discussion that transpired:

1. We reviewed the progress being made in the development of the individualized units of instruction for the single skills in the program. Especially important was the identification of the pre- and post-tests that are needed for the units, the content of these tests, and the way they will be used in the program.

2. Self-instructional units for the operation of the office equipment are also being developed, and the audio-visual staff reported on the progress of materials development. There appear to be no problems with the progress of these units.

3. In the discussion, it was decided that in the curriculum development phase the staff should concentrate on the OPL units (including pre- and post-tests needed), the self-instructional units, and orientation materials needed for the office laboratory.

May 17 and 26 and June 30, 1977 (1 1/2 days)

On each of these days, I reviewed units of instruction being developed by Judi Christensen: read through the punctuation and business letter-writing units with her to check consistency of format, the writing of the performance objectives, and critiqued the project assignments and reference materials included in the units. On June 30, 1977, I critiqued the final draft

of the punctuation and business letter-writing units, including the types of artwork to be included.

July 21, 1977 (1 day)

Sharon Fisher, the project director, met with me at Northern Illinois University to review the progress of several of the individualized units. The following is a summary of the discussion and decisions that were made:

1. Legal Secretarial and Medical Secretarial Units: Sharon Fisher will contact at least one legal secretary and one medical secretary in the Elgin area (perhaps involved in the task analysis phase of the project) to assist in the development of the instructional units for Legal Secretary and Medical Secretary. It may be possible, too, for these secretaries to obtain actual samples of the types of tasks that can be included in the unit, including appropriate business forms to use.

2. Receptionist Unit: An outline was developed for the Receptionist unit:
   a. Basic reading references with appropriate practice situation exercises.
   b. Cassette tapes with pre-recorded conversations requiring the students to respond in writing to each situation.
   c. Directions for student operation of the Call Director; student required to operate Call Director for one hour minimum.
   d. Directions for student to work with the switchboard operator on the PBX; student required to work for three hours minimum.
   e. The exam on this unit should probably consist of typical situations faced by the receptionist, asking students to respond to each situation.

3. Educational Secretarial Unit: An orientation to the position as Educational Secretary with general secretarial tasks assigned from instructional materials available in the office lab will be included in the unit. (Add specific tasks supplied by ECC secretary.)

4. Refresher Typing Unit: The content for this unit will include a basic introduction to the student (with directions for the student in case he/she needs keyboard review first with IPM materials); problem typing (interoffice memo, business letters, business forms, envelope, postal card, itinerary, travel voucher, two-page manuscript with title page; and straight-copy material for speed and accuracy timings.

5. Duplicating Units: These units will be reviewed at Elgin Community College on Thursday, July 28, 1977.

6. Machine Transcription Unit: This unit will include an orientation, directions for equipment operation, and transcription assignments.

7. Job Application Unit: The important parts of this unit will be the resume and letter of application, along with techniques for applying for office jobs.

A review of the self-instructional units and the progress of the development of the other units of instruction will occur on Thursday, July 28, 1977, at Elgin Community College.

In addition to meeting with Sharon Fisher, time was spent on July 21 critiquing the Spelling Unit written and developed by Judi Christensen--checking the basic format, writing of performance objectives, and checking the content of the projects/assignments.

Betty L. Schroeder

Betty L. Schroeder
Curriculum Consultant